



South Carolina

Part B Annual Performance Report and

State Performance Plan

February 1, 2008

Jim Rex

State Superintendent of Education

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs graduating with a diploma is the same for all youth. Method of calculation was the same used in calculating AYP data for Federal No Child Left Behind reporting.

FFY	Measurable and Rigorous Target
2005	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (36.3%) (Met with 39.9%)
2006	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (38.3%) (Met with 38.4%).
2007	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (40.3%)
2008	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (42.3%)
2009	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (44.3%)
2010	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (46.3%)

Actual Target Data for 2006:

South Carolina uses the following methodology in calculating its graduation rates:

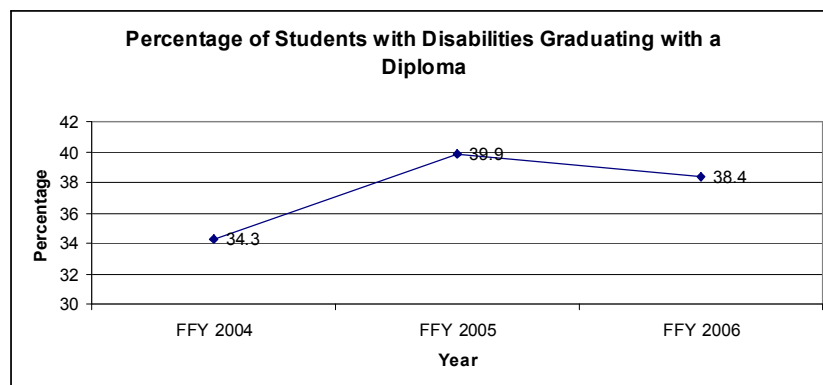
1. Identify CURRENT students starting the 9th grade for the first time four years prior to the graduation year.
2. Identify DROPOUTS starting the 9th grade for the first time four years prior to the graduation year.
3. Identify EARLY GRADUATES (State High School Diplomas only) starting the 9th grade for the first time four years prior to the graduation year.
4. Identify CURRENT YEAR GRADUATES (State High School Diplomas only) starting the 9th grade for the first time four years prior to the graduation year.

Graduation Rate equals the number of EARLY GRADUATES plus CURRENT YEAR GRADUATES divided by CURRENT students plus DROPOUTS plus CURRENT YEAR GRADUATES (graduation denominator).

Percentage of Students with Disabilities Graduating with a Diploma

2004-2005	2005-2006	2006-2007
34.3	39.9	38.4

Data Source: No Child Left Behind Adequate Yearly Progress Report for South Carolina

**Number of Students Graduating with a Diploma**

	2006-2007	
	Diplomas	Graduation Denominator
Disabled	2095	5455

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

FFY 2006 target was 38.3%. The percentage of youth with disabilities graduating with a regular diploma was 38.4%. Although the State met its target, slippage of 1.5% from FFY 2005 occurred. The OEC has continued activities according to the SPP. The OEC is hosting a statewide transition summit in April 2008 to bring together communities of practice around transition. This summit is the result of a joint technical assistance grant awarded by the National Association of State Directors of Special Education to the OEC and South Carolina Vocational Rehabilitation (SCVR). The OEC has two transition coordinators now in place to provide more targeted technical assistance to districts. A team consisting of the OEC, SCVR, and our state Parent Training and Information Center (PTI) has been

working in conjunction with NSTAAC to devise a state wide transition Advisory Board. This board has met several times and is hosting the transition summit, as well as providing guidance to SCVR on the implementation of a multi-million dollar grant. It is the goal of the grant to have this board become an integral part in transition in South Carolina. As evidenced by the downturn this year in graduation rates for students with disabilities, and all students, South Carolina must address this problem aggressively. Indicators 1, 2, 13, and 14 are interrelated. The activities given in each of these indicators should lead to improvement in all four measures. If transition plans are improved, this should lead to more students graduating with a regular high school diploma, more students having productive post-secondary outcomes, and a decrease in the drop-out rate.

South Carolina has added legislation entitled the Education and Economic Development Act (EEDA), which requires (Individual Graduation Plans) IGPs for all students beginning in grade 8. As stated in the SPP, the OEC has worked with EEDA staff to ensure that students with disabilities are included. Students with disabilities will have an IGP that works in conjunction with the students' transition plans. The OEC has continued to work with the National Drop-out Prevention Center and the National Secondary Transition Technical Assistance Center to identify research-based practices for increasing graduation rates.

Explanation of Slippage: The State shows slippage of 1.5% in the graduation rate for students with disabilities. Individual educational needs were not met at a number of schools, including in general education. More professional development in this topic will be provided.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: The OEC and SCVR have received a joint grant to organize a transition advisory board. The first activity of this board is to host a statewide transition summit. The OEC revised the written targets to include a numerical target that reflects the verbiage. This is to assist with the readability of the targets.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a) (3) (A))

Measurement: Students with Disabilities Drop out rate: Number of dropouts ages 14-21 divided by total enrollment of students with disabilities aged 14-21 (as reported in Table 4 Report of Children with Disabilities Exiting Special Education) times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The drop out rate for students with disabilities will decrease to 8.33%. (Met with 7.10%)
2006 (2006-2007)	The drop out rate for students with disabilities will decrease to 7.83%. (Not Met with 7.88%)
2007 (2007-2008)	The drop out rate for students with disabilities will decrease to 7.33%.
2008 (2008-2009)	The drop out rate for students with disabilities will decrease to 6.83%.
2009 (2009-2010)	The drop out rate for students with disabilities will decrease to 6.33%.
2010 (2010-2011)	The drop out rate for students with disabilities will decrease to 5.83%

Actual Target Data for 2006:

	2004-2005 FFY 2004	2005-2006 FFY 2005	2006-2007 FFY 2006
Number of Disabled Dropouts ages 14-21	3,132	2,524	2,810
SWD Enrollment ages 14-21	35,452	35,509	35,635
Disabled Drop Out Rate	8.83%	7.10%	7.88%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

The FFY 2006 target for the drop-out rate for students with disabilities was 7.83%. Actual data show a rate of 7.88 %. The data reflects a slippage of .78% from FFY 2005.

The OEC has developed the self-assessment including a section on drop-out rate for LEAs, and has developed a statewide interagency transition plan, which includes National Dropout Prevention Center—Students with Disabilities (NDPC-SD) for our weeklong conference attendance by the OEC drop out prevention workgroup. The workgroup includes members from the state Parent Training and Information Center (PTI), the SCDE Public School Choice Office (formerly Office of Safe Schools), and South Carolina Vocational Rehabilitation. The OEC is bringing drop out prevention into our transition coordinator activities and is tying Indicators 1, 2, 13 and 14 together. The OEC is seeking assistance from the NDPC-SD for the professional development summer institutes, which will target both parents and educators. It is also a goal to progress more rapidly toward developing a continuum of services for practices in decreasing drop-out rates. The OEC continues to work with our general education counterparts to address truancy and drop out prevention.

South Carolina's work through the Shared Agenda grant with NASDSE, in collaboration with the SC Federation of Families and the Department of Mental Health (DMH), also supports our efforts in reducing the drop-out rate for students with disabilities. The OEC, in partner with DMH, applied for and received a grant to continue these efforts.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:

In previous years, the State divided the number of students with disabilities dropping out by the number of all students in grades 9-12. This resulted in unreliable and invalid data on which to set targets. In this submission, the OEC used a new calculation using the numbers reported in Table 4 Report of Children with Disabilities Exiting Special Education. (see Measurement above). The OEC recalculated all of the data from baseline, and set new targets to align with the new data.

Activities: Changed the name of Office of Safe Schools to the Public School Choice Office.

Part B State Annual Performance Report (APR) for 2007

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right] \times 100$.

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);

- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2005	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 35.3% or above.</p> <p>(Not Met with 3.52%)</p> <p>B. Participation rate:</p> <p>The participation rate for children with IEPs on state accountability assessment in the areas of English language arts and math will increase to 95%.</p> <p>(Not Met with ELA 86%and Math 87%)</p> <p>C. Proficiency Rates:</p> <p>The performance of students with disabilities in English language scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment to 18.6%.</p> <p>(Not Met with 15.5%)</p> <p>The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment to 16%</p> <p>(Not Met with 15.6%).</p>
2006	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 35.3% or above.</p> <p>(Not Met with 2.35%)</p> <p>B. Participation rate:</p> <p>The participation rate for children with IEPs on state accountability assessment in the areas of English language arts and math will remain at or above 95%.</p> <p>(Met with 99% on both)</p>

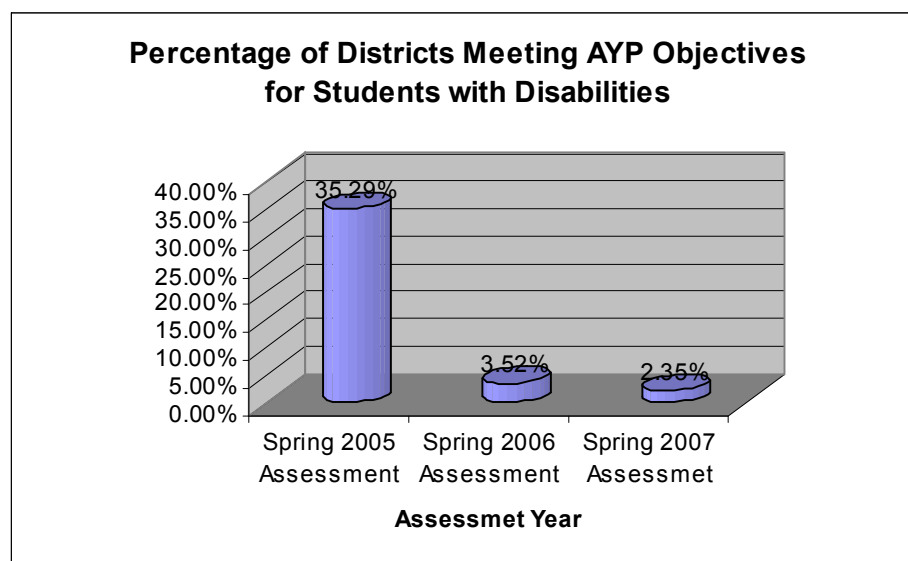
	<p>C. Proficiency Rates:</p> <p>The performance of students with disabilities in English language arts scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment to 21.6%.</p> <p>(Not Met with 16.9%)</p> <p>The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment to 19%.</p> <p>(Not Met with 17.3%)</p>
--	---

Actual Target Data for 2006:

(Assessments used are the same assessments for reporting under NCLB.)

(A)Percentage of Districts meeting AYP Objectives for Students with Disabilities

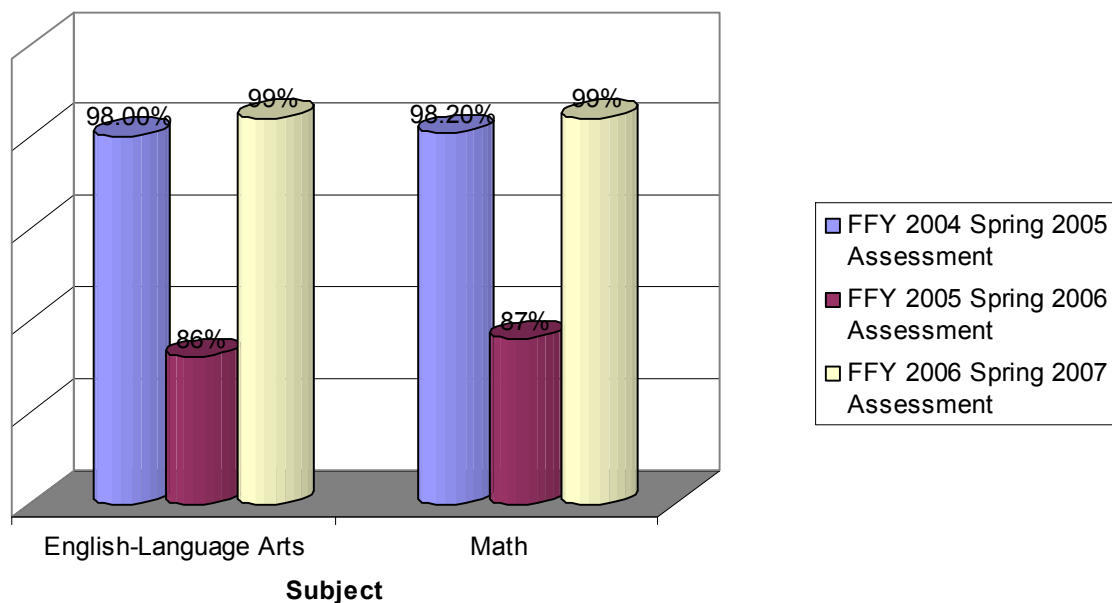
Year	Number of districts meeting the State's AYP objectives for progress for disability subgroup	Percent of districts meeting the State's AYP objectives for progress for disability subgroup
FFY 2006 Spring 2007 Assessment	2 out of 85	2.35%

**Number of Districts meeting AYP Objectives for Students with Disabilities in Content Areas**

	English-Language Arts	Mathematics
FFY 2006 Spring 2007 Assessment	11	4

(B) Participation Rates of Students with Disabilities on State Assessment

Year	FFY 2004 Spring 2005 Assessment	FFY 2005 Spring 2006 Assessment	FFY 2006 Spring 2007 Assessment
English-Language Arts	98.0%	86%	99%
Math	98.2%	87%	99%

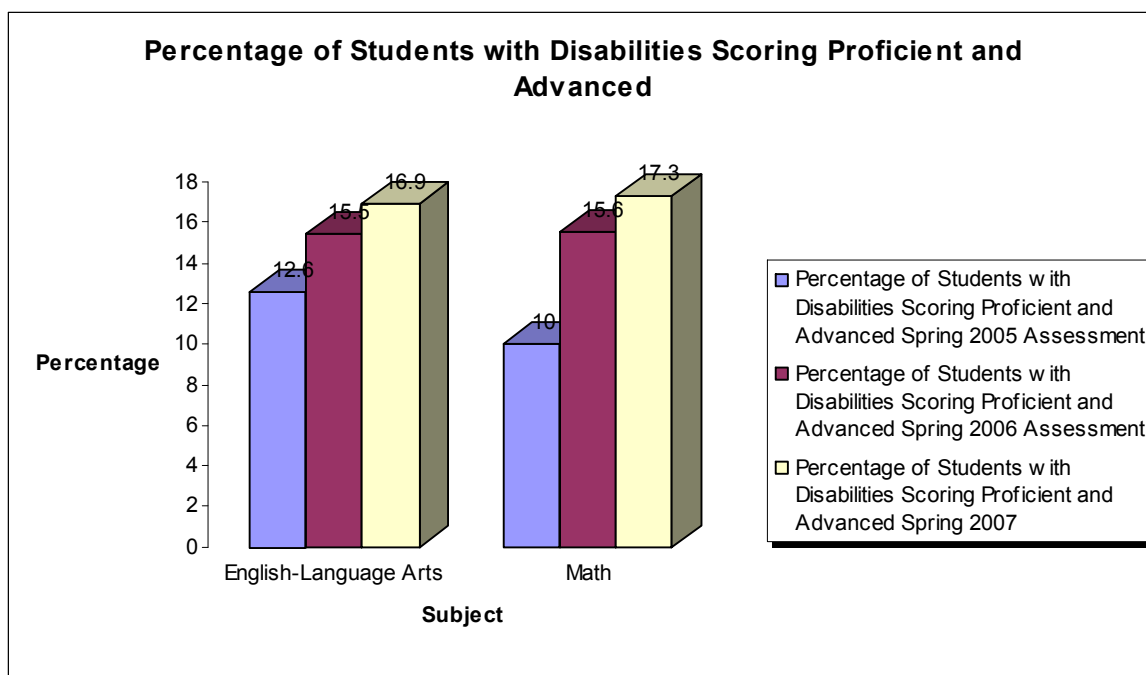
(B) Participation Rates of Students with Disabilities on State Assessment**(B) Participation Rate for All Students**

2006 Participation Rate								
	ELA	3	4	5	6	7	8	HSAP
a	# with IEP's	8263	7678	7244	7269	7337	7117	6702
b+c	Regular assessment	7793	7261	6766	6938	7051	6844	6068
e	Alt assess	407	366	435	312	257	246	306
	Rate	99.2%	99.3%	99.4%	99.7%	99.6%	99.6%	95%
	MATH	3	4	5	6	7	8	HSAP
a	# with IEP's	8263	7678	7244	7269	7337	7117	6675
b+c	Regular assessment	7849	7309	6806	6944	7061	6859	6052
e	Alt assess	406	365	435	309	258	245	306
	Rate	99.9%	99.9%	99.9%	99.8%	99.7%	99.8%	95%

South Carolina does not offer an alternate assessment against grade level achievement standards at this time. (2% ruling)

(C) Performance of Students with Disabilities on State Assessment

	Percentage of Students with Disabilities Scoring Proficient and Advanced Spring 2005 Assessment	Percentage of Students with Disabilities Scoring Proficient and Advanced Spring 2006 Assessment	Percentage of Students with Disabilities Scoring Proficient and Advanced Spring 2007
English-Language Arts	12.6	15.5	16.9
Math	10	15.6	17.3

**(C) Performance of Students with Disabilities by Grade Level Spring 2006 Assessment**

Mathematics	3	4	5	6	7	8	HSAP
# with IEP's (a)	8255	7674	7241	7253	7319	7104	6358
# with IEPs scoring Proficient and Advanced who took with and without accommodations (b+c)	1679	1645	1101	907	638	208	1081
# with IEPs scoring Proficient and Advanced who took PACT-Alt (e)	284	262	275	216	202	176	224
Total with IEPs scoring Proficient and Advanced (b+c+e)	1963	1907	1376	1123	840	384	1305
Percent	23.8%	24.9%	19%	15.5%	11.5%	5.4%	20.5%

Note: South Carolina does not offer an alternate assessment against grade level achievement standards at this time (2% rule.)

South Carolina does not offer parental exemptions for State Assessment. Students either absent for testing or exempt because of a medical condition were counted in one column in Table 6 as neither the SCDE Office of Assessment nor the SCDE Office of Research breaks that number into categories. Students who did not test for any reason are listed in that column.

The exemption numbers are as follows

Mathematics	3	4	5	6	7	8	HSAP
Students exempt from testing	8	4	3	16	18	13	317

English Language Arts	3	4	5	6	7	8	HSAP
# with IEP's (a)	8199	7627	7200	7250	7307	7090	6374
# with IEPs scoring Proficient and Advanced who took with and without accommodations (b+c)	2476	1324	633	475	285	233	1348
# with IEPs scoring Proficient and Advanced who took PACT-Alt (e)	321	294	319	242	218	197	243
Total with IEPs scoring Proficient and Advanced (b+c+e)	2797	1618	952	717	503	430	1591
Percent	34.1%	21.2%	13.2%	9.9%	6.9%	6%	25%

Note: South Carolina does not offer an alternate assessment against grade level achievement standards at this time (2% rule.)

English Language Arts	3	4	5	6	7	8	HSAP
Students exempt from testing	63	51	43	19	29	27	328

South Carolina does not offer parental exemptions for State Assessment. Students either absent for testing or exempt because of a medical condition were counted in one column in Table 6 as neither the Office of Assessment nor the Office of Research breaks that number into categories. Students who did not test for any reason are listed in that column.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

The FFY 2006 target for percentage of districts meeting AYP progress for students with disabilities was 35.3%. The percentage of districts meeting AYP progress for students with disabilities slipped to 2.35% from 3.52% the previous year. Therefore the State did not meet its target.

The FFY 2006 target for participation rate of students with disabilities in English-language arts and mathematics was to remain or exceed 95%. The participation rate increased to 99% in English-language arts and mathematics. The State met its targets this year.

The FFY 2006 target for proficiency in English-language arts was 21.6%. The actual proficiency rate for FFY 2006 was 16.9%. The state did not meet its target of 21.6 % in proficiency rate in language arts; however, progress of 1.4% was made toward the goal from last year. The FFY 2006 target in mathematics was 19%. The actual proficiency rate for FFY 2006 was 17.3% from 15.6% last year. The state did not meet its proficiency target for mathematics; however, progress of 1.7% was made toward the goal.

The Office of Assessment and the OEC have applied for and received a grant that enables us to begin implementation of the 2% modified achievement standards process. The grant will assist the state in determining which population will fit the 2% category and in developing the appropriate assessment for these students. We continue our professional development efforts to provide formative assessments in the classrooms, both in general and special education. Several districts are using curriculum-based measurement for formative assessment, and this has grown to include more than the three districts originally selected. We are now combining this effort with the SCDE assessment task force initiatives.

The Office of Assessment and the OEC continue to meet regularly through interdepartmental team meetings. The team continues to plan professional development, review and revise policies and procedures, troubleshoot problematic issues that arise, and advise the assessment process.

The SCDE has implemented a task force to address assessment as a state. The OEC has participated on this task force, and the specific recommendations from this task force address scaling up several of our statewide initiatives.

South Carolina has implemented new State Board Regulations based on IDEA '04. We are continuing our professional development and technical assistance around the new regulations, with an emphasis on LRE considerations. We have completed the first year of administration of district self-assessments. We are using the data gathered through that process to target technical assistance to LEAs.

The performance of students with disabilities in English language arts and mathematics needs significant improvement to meet future AYP benchmarks. Over the past year, however, performance has improved. Proficiency rate data shows that middle school students with and without disabilities are the lowest performing. Considerable research nationally has shown a decline in motivation and performance for many children as they move from elementary school into middle school (Stevenson, 1992). The results of the Third International Mathematics and Science Study (TIMSS) tell the story. While 4th graders in the United States rank among the top five nations in math and science skills, by the end of 8th grade, the performance of American middle schools ranks below many third-world countries. More information needs to be gathered in South Carolina to investigate how this affects our middle schools.

The OEC also continues to provide training for parents in collaboration with our parent organizations throughout the 2005-2006 school year. OEC gives collaborative grants to support the costs of presenters for Family Connections, the Federation of Families, and Pro-Parents, our state's parent training institute.

Explanation of Slippage: The number of districts meeting AYP performance objectives for students with disabilities in English-language arts and mathematics fell from three to two in FFY 2006. Lack of significant increase in meeting this AYP objective continues to reflect the significant jump in AYP targets for the South Carolina three year target cycle. South Carolina is a recognized national leader in public school accountability. Research studies have demonstrated that the state's standards for academic proficiency are among the nation's most rigorous. In addition, Education Week's national report card "Quality Counts 2008" ranked the state No. 5 for its education standards, assessment and accountability. Where South Carolina has been recognized for its high standards as compared to the rest of the nation, these high standards impact the ability of students with disabilities to perform at

these levels. As the state identifies the 2% students and implements the 2% rule and revises its assessments and standards, a change is expected in the AYP rate for districts.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: Timeline change on first activity to reflect grant work to January 2010. Rather than piloting the use of curriculum-based measurement for formative assessment to assess response to intervention, to set academic goals, and to develop exit criteria in three school districts, the OEC will collaborate with the SCDE assessment task force with the use of curriculum-based measurement as a formative assessment. This will be ongoing through the life of the SPP and will involve OEC staff, NTACSPM staff, and Office of Assessment Staff. The OEC is aligning this activity with the SCDE activities in formative assessment. The SCDE should work as a unit whenever possible on initiatives.

Develop modified achievement standards against grade level standards.	January 2010	<ul style="list-style-type: none"> • Office of Assessment • OEC • Office of Curriculum and Standards
---	--------------	---

The OEC will provide training in the use of school-wide models for reading instruction through professional development activities. Although the State Improvement Grant has ended, and funds are no longer available, the OEC is partnering with the Office of Instructional Promising Practices to provide professional development opportunities in school-wide reading models as part of the Response to Intervention initiative.

Numerical targets were added to the state target section in order to make it more understandable.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 4:

Measurement: A. Percent = $\left[\frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \right] \times 100$.
Include State's definition of "significant discrepancy."

South Carolina is using a percentage to accurately represent the extent to which students with disabilities were suspended and expelled in a LEA in comparison across LEAs. This percentage is calculated by dividing the number of special education students suspended or expelled by the special education enrollment times 100. This data is collected through the 618 data report, Table 5, Section A, Columns 3A, 3B, and 3C, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than Ten Days of the Annual Report of Children Served. LEAs are rank ordered based on percentage of students with disabilities who are suspended and expelled greater than ten days. A significant discrepancy occurs when LEAs are more than three times above the state average for unduplicated count of suspensions and expulsions and for multiple suspensions and expulsions totaling more than ten days. Through the general supervision process, the OEC ensures compliance in the LEAs identified as having significant discrepancies. Data were verified by the OEC data manager.

FFY	Measurable and Rigorous Target
2006	Reduce the percentage of districts that have a rate that is significantly discrepant from the state average to 9%. (Met with 5.88%)

Actual Target Data for 2006:

2006–2007 Reporting Period	
Districts Significantly Above State Average for	
Unduplicated Count	Percent Above
Marlboro	12.02%
Spartanburg 4	10.90%
Barnwell 45	9.98%
Williamsburg	9.72%
Spartanburg 7	9.02%
State Average	2.98%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006

Monitoring of ten LEAs: Through its general supervision process, the OEC conducted a comprehensive review of policies, procedures, and practices for the ten LEAs that were identified as being significantly discrepant from the state average for suspension and expulsion of students with disabilities for the 2004–05 school year. In this review, LEAs were required to examine their policies, procedures, and practices related to the discipline of students with disabilities. The LEAs were required to consider how these discipline-related policies, procedures, and practices impact the development and implementation of IEPs. Once this review process was completed by the LEAs, each LEA reported to the OEC its findings and the OEC reviewed those findings and shared the results of that review with each LEA.

All LEAs were given the opportunity to participate in OEC-sponsored training in positive behavior interventions and supports. All LEAs have received training in procedural safeguards through OEC-sponsored training for administrators through a variety of venues. If a LEA determined that its policies, procedures, or practices needed to be revised as a result of the review, then the LEA conducted such revisions.

Monitoring of four LEAs: The OEC, through the general supervision process, conducted a comprehensive review of policies, procedures, and practices for the four districts that were identified as being significantly discrepant from the state average for suspension and expulsion of students with disabilities for the 2005–06 school year. In the fall of 2007, each of the four districts conducted a review of policies, procedures, and practices through the self-assessment process. All districts were given the opportunity to participate in SCDE-sponsored training in positive behavior supports and interventions.

One LEA was identified as being significantly discrepant from the state average for suspension and expulsion of students with disabilities for the 2004–05 and 2005–06 school years. After reviewing its policies, procedures, and practices, this LEA was required to set measurable and rigorous targets to provide evidence of a reduction in the percentage of students with disabilities who are suspended or expelled for greater than ten schooldays. The LEA was required to develop and implement improvement strategies designed to reach these targets. In addition, the LEA was required to develop a comprehensive tracking system for suspension and expulsion of students with disabilities for greater than ten school days. An analysis of the tracking reports had to be conducted by personnel of the LEA on a monthly basis. The results of the analysis were provided monthly to the OEC for review. The OEC reminded the LEA that decisions regarding the suspension and expulsion of students with disabilities must be made in accordance with the provisions of the IDEA.

Training and technical assistance in the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA as required by 34 CFR §300.170(b) was provided during the Research to Practice Institute. Technical assistance was also provided through ITV modules that were available for viewing and taping by the districts.

Monitoring of five LEAs: The OEC, through the general supervision process, is conducting a comprehensive review of policies, procedures, and practices for the five LEAs that are newly identified as being significantly discrepant from the state average for suspension and expulsion of students with disabilities for the 2006–07 school year. These LEAs are being required to review policies, procedures, and practices relative to the discipline of students with disabilities and the impact that these policies, practices, and procedures have on the development and implementation of IEPs, as well as the implementation of procedural safeguards to ensure the compliance with the IDEA. Each LEA will be given the opportunity to participate in OEC-sponsored training in the implementation of positive behavior interventions and supports.

During the fall of 2007, all LEAs completed the self-assessment process in order to familiarize staff in the LEA with the process of linking policies, procedures, and practices to outcomes for students with disabilities. LEAs completed a summary of this self-assessment process. These summaries were reviewed by OEC staff and used to identify needs and necessary resources. For any findings of noncompliance and/or student performance concerns, data verification includes on-site visits or desk audits to review data. Several additional LEAs are selected at random for data verification to ensure accuracy. This verification is conducted by a team that includes monitoring and program staff. Data reviewed include evidence LEAs used in completing the self-assessment process. The OEC utilizes a regional model for the provision of technical assistance in this area as well as for support for LEAs. Targeted technical assistance is provided once needs are identified.

In August 2007, South Carolina Board of Education Regulation 43–243, Special Education, Education of Children with Disabilities, was approved. The OEC continues to provide professional development activities relative to the implementation of this regulation, which will assist LEAs in making decisions related to discipline issues.

Training and technical assistance is provided for all schools in addressing behavior through a school wide problem-solving model. This training is provided during the statewide Summer Leadership conference for LEA administrators. Training and technical assistance in the development and implementation of functional behavioral assessments and behavior intervention plans during the Research to Practice Institute is on-going. There is a collaborative training initiative with the South Carolina Council for Exceptional Children regarding Positive Behavior Intervention and Support (PBIS). Additionally, a state management team for the implementation of PBIS has been established and is in the process of implementing an action plan for statewide implementation and support of PBIS. A statewide task force has been established to assist with the implementation of this plan.

The OEC is working with the Office of Technology as well as Global Technologies, the vendor for Excent®, in the development of data collection and tracking systems to monitor suspensions and expulsions. One district piloted a tracking system for the 2005–06 school year and continues to do so. The system has been revised based on review and is in its second pilot year. The OEC developed survey instruments for data collection for in-school suspension for 2006–07. The OEC continues to work with Global Technologies to finalize the development of an online data collection system.

Explanation of Progress or Slippage:

South Carolina met its target to reduce the percentage of LEAs that have a rate that is significantly discrepant from the state average for the 2004–05 school year and for the 2005–06 school year. South Carolina also met its target for the 2006–07 school year. During the 2006–07 school year, five districts (5.88%) were identified as having a significant discrepancy in the number of suspensions and expulsions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:

The improvement activity included in the 2007 SPP for conducting regional cultural sensitivity training for LEAs showing the greatest significant discrepancy of suspensions and expulsions by ethnicity is deleted because states no longer have to report on Indicator 4B. The OEC continues to implement all other improvement activities as indicated in the 2007 SPP.

Part B State Annual Performance Report (APR) for 2007

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Items in bold indicate a change from last year's APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 49%.(MET with 49.31%)</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 18.45%. (Not Met with 23.21%)</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>

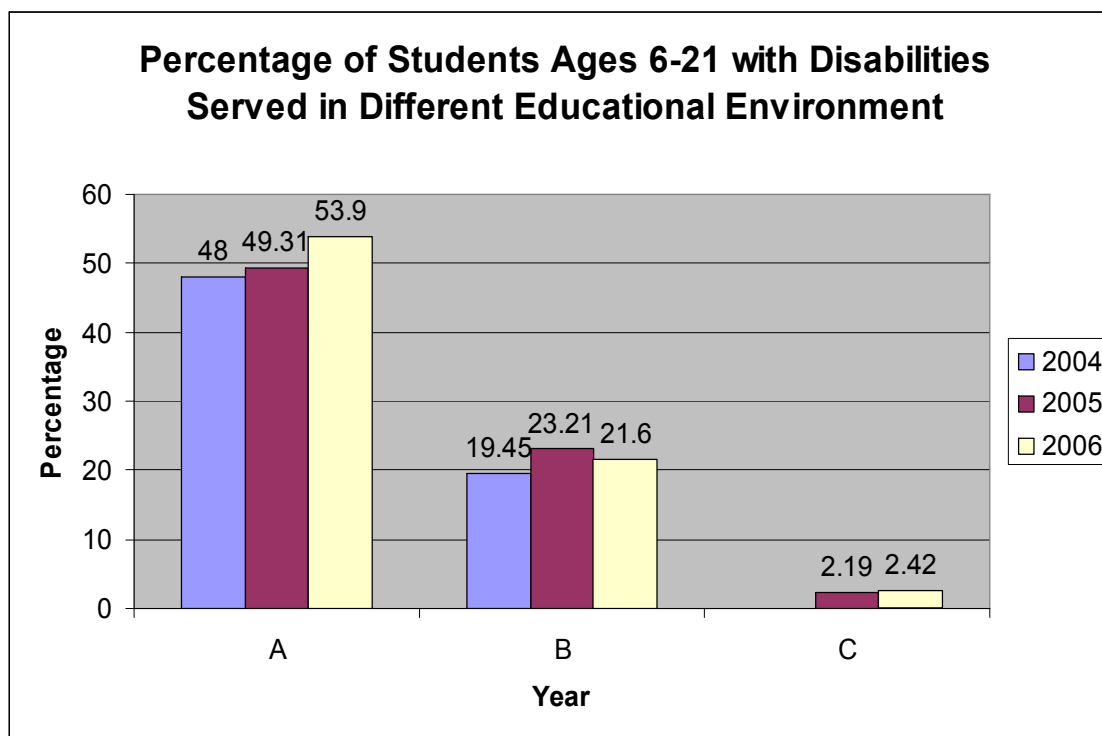
<p>2006 (2006-2007)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 50%. (MET with 53.9%)</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 17.45%. (NOT MET with 21.6%)</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings. (NOT MET with 2.42%)</p>
<p>2007 (2007-2008)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 51%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 16.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2008 (2008-2009)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 52%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2009 (2009-2010)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 53%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 14.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>

2010 (2010-2011)	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 54%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 13.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
-----------------------------	---

Actual Target Data for 2006:

Percentage of Students Ages 6-21 with Disabilities Served in Different Educational Environments

	Students served in Special Education <21% (A)	Students Served in Special Education > 60% (B)	Students served in public or private separate schools, residential placements, or homebound/hospital settings (C)
2004	48.00%	19.45%	--
2005	49.31%	23.21%	2.19%
2006	53.9%	21.6%	2.42%



Please note that an increase is preferred in (A) and a decrease preferred in (B) and (C).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

FFY 2006 target for students with disabilities removed from regular class less than 21% of the day was 50%. The State met the target and exceeded it by 3.9%. The FFY 2006 target for students with disabilities removed from regular class greater than 60% of the day was 17.45%. The State did not meet the target but showed progress of 1.61% from last year. The state target to maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings showed slippage of .23%.

The OEC has completed and administered the self-assessment for districts this year. Analysis of self-assessment data has assisted the OEC in targeting technical assistance to regions and/or LEAs. The office has been reorganized to provide regional support to LEAs in order to insure that districts have more individualized support and that both the district and the OEC not only know the districts' strengths and challenges but also that resources are targeted toward improvement. Although FFY 2005 showed an increase in students served in special education > 60%, this year showed a decrease of 1.61%. The increase in students served in public or private separate schools, residential placements, or homebound/hospital settings shows that we need to scale up the school-wide PBIS model and work with state agencies who place children in more restrictive settings for other than educational purposes.

The self-assessment as well as Table 3 data assist in analyzing the range of performance on this indicator across the LEAs in the State. Any LEA found significantly below the averages for the sub-indicators are targeted for intense technical assistance. Improvement in LEAs should positively impact the State data.

The State has adopted regulations in alignment with IDEA '04. The OEC is providing guidance on LEA policies and procedures. As districts develop their policies and procedures in alignment with an emphasis on access to the general curriculum and instruction provided by highly qualified core content teachers, we expect to see improvement in this data. Other activities outlined in the SPP are continuing to be implemented.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006

In reviewing the data submitted for last year's APR, the OEC realized that the wrong data set was submitted. Targets were set according to this incorrect data set. The 618 data collected in December 1, 2005 should have been used rather than December 1, 2006 data, which had yet to be verified. In addition, corrections to that data were submitted, making last year's calculations incorrect. This APR reflects corrections to the targets to reflect the data that should have been reported last year, and verified data were used.

Targets for (C) were changed per instructions in the OSEP's response table.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

For the February 1, 2008 submission of the APR, please note the following: The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6; therefore, States do not report on Indicator 6 for FFY 2006.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

South Carolina will ensure that preschool children with individualized education programs (IEPs) will demonstrate improved positive social/emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet their needs at levels commensurate with same-aged peers. The goal of quality early intervention is to assist preschool children with disabilities in acquiring the skills necessary to be active and successful participants in kindergarten and first grade classrooms and to minimize the developmental delays experienced by these children. Although the purpose of intervention is to produce better developmental outcomes than would be expected without intervention, for some children with more severe disabilities and delays, these services might only ameliorate the delays and will not result in their achieving functional levels completely commensurate with peers.

Traditionally, South Carolina has served preschool children with sensory impairments. In 1986 with the passing of Public Law 99-457, eligibility criteria for the category of preschool children with disabilities

(PCD) were established. These criteria were reviewed and revised when the Individuals with Disabilities Education Act (IDEA) was passed in 1997. Current eligibility criteria for services to three, four, and five year olds are described under the categories of speech-language impairment, other health impairment, orthopedic impairment, deaf or hard of hearing, visual impairment, autism, deaf-blind, multiple disabilities, traumatic brain injury, or PCD.

Children who receive services under the PCD category are experiencing delays in one or more of the following areas: cognition, communication, motor, activities of daily living, and/or social/emotional development. Children served in this category must be reevaluated prior to their sixth birthday in order to determine eligibility and need under another category of disability. Children who receive services under one of the other nine categories are reevaluated at least every three years. This may or may not occur prior to age six, depending upon when the child was initially placed.

Programs for preschool children with disabilities serve children ranging from those who have short-term, mild delays in one domain to those who have extremely serious, long-term developmental and health needs in multiple domains. Traditionally, entry data collected on preschool children depended on the unique needs identified by the evaluation team and on the disability or delay. Progress was monitored in areas of need only; exit data have been inconsistently available for children ages three, four, and five due to the various options for categorical service (speech-language impairment, other health impairment, orthopedic impairment, etc.) Overall progress in attaining skills necessary for success in kindergarten and first grade was not assessed. This has been due in part to the diverse levels of functioning across the five domains that are served in preschool programs. It is also due in part to the varied reevaluation dates based on dates of placement in the nine categories other than PCD.

Districts will be given guidance in the selection and use of appropriate progress monitoring assessments. Initial entry and exit criteria (pre- and post-assessment) will be used to indicate progress toward expected outcomes. Baseline data for entry was collected from multiple sources during the 2006-07 school year in school districts who are piloting the use of the Assessment, Evaluation, and Programming System (AEPS) and its interactive version (AEPSi). All children who are determined eligible for services under the PCD category in these five districts between July 1, 2005 and June 30, 2006 were assessed in the three outcome areas. "Below same aged peers" was defined as scoring one and one-half standard deviations or more below the mean on a standardized, norm-referenced assessment. "Comparable to same aged peers" was defined as scoring one standard deviation or above the mean on a standardized, norm-referenced assessment.

Additional districts will be added as training is completed. The data for each child will be coordinated using the Child Outcomes Summary Form (COSF) developed by the Early Childhood Outcomes Center (ECO) to assess progress toward outcomes. Data will be reported by each district at the end of each school year using the goal attainment scaling of the COSF.

	Positive social-emotional skills (including social relationships)		Acquisition and use of knowledge and skills (including early language/communication and early literacy)		Use of appropriate behaviors to meet their needs	
	Status At Entry 2005 N=255	Status At Entry 2006 N=541	Status At Entry 2005 N=255	Status At Entry 2006 N=541	Status At Entry 2005 N=255	Status At Entry 2006 N=541
Percent of children at a level comparable to same aged peers	24% (61)	57% (310)	46% (117)	11% (60)	16% (41)	56% (305)
Percent of children at a level below same aged peers	76% (194)	43% (231)	54% (138)	89% (481)	84% (214)	44% (236)
Total	100%	100%	100%	100%	100%	100%

Discussion of Data: South Carolina is only able to provide exit data rather than progress data for children entering the program in FFY 2005 due to a delay in the integration of the Child Outcomes Summary Form (COSF) into the Excent® software.

Of the 194 children who were at a level below same aged peers in the area of positive social-emotional skills (including social relationships) when they entered the program in FFY 2005, twelve children exited the program in FFY 2006 at a level comparable to same aged peers. In other words, approximately six percent of the children who entered at a level below peers were able to improve skills to a level comparable to peers when they exited within one year.

Of the 138 children who were at a level below same aged peers in the area of acquisition and use of knowledge and skills (including early language/communication and early literacy) when they entered the program in FFY 2005, nine children exited the program in FFY 2006 at a level comparable to same aged peers. In other words, approximately seven percent of the children who entered at a level below peers were able to improve skills to a level comparable to peers when they exited within one year.

Of the 214 children who were at a level below same aged peers in the area of use of appropriate behaviors to meet their needs when they entered the program in FFY 2005, thirteen children exited the program in FFY 2006 at a level comparable to same aged peers. In other words, approximately six percent of the children who entered at a level below peers were able to improve skills to a level comparable to peers when they exited within one year.

During FFY 2006, 541 children entered the program. Of these, 43% were at a level below same aged peers in the area of positive social-emotional skills (including social relationships); 89% were at a level below same aged peers in the area of acquisition and use of knowledge and skills (including early language/communication and early literacy); and 44% were at a level below same aged peers in the area of use of appropriate behaviors to meet their needs.

Improvement Activities/Timelines/Resources:

South Carolina will insure that preschool children ages three through five will obtain the skills necessary to participate as actively and successfully as possible in the general education kindergarten and first grade settings. The focus will be on improving outcomes in the domains of social/emotional skills, the acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet needs. This process will entail review and revision of existing regulations, policies, and procedures concerning teacher certification and program entry and exit criteria; development of additional regulations, policies, and procedures concerning improving outcomes across the three targeted domains and comparison with normally developing peers; and development of a progress monitoring/outcome evaluation system.

Training in the use of the Assessment, Evaluation, and Programming System (AEPS) was offered to LEAs during the past year. A video in the training and use of the Child Outcomes Summary Form (COSF) was produced with the assistance of the National Early Childhood Technical Assistance Center and an LEA currently using the COSF. Professional development was provided at the Research to Practice Institute on the AEPS, on preschool inclusion environments, and on positive behavior intervention for preschoolers. Professional development concerning the use of best practices in evidence-based instruction of preschool children with disabilities in settings with typically developing peers and progress monitoring through the annual Research to Practice Institute occurs yearly.

The OEC is working with pilot LEAs to implement a data collection system tied directly to the assessment being used (AEPS Interactive – AEPSi). This process (piloting, not sampling) will continue so that all districts will have the opportunity to be trained in the use of the AEPSi. Although not all of the LEAs will be using this data collection system, they are all required to collect and report data using the COSF for the APR due February 1, 2009.

The self-assessment process used by LEAs to analyze their data contained considerations for LEAs concerning pre-school environments. The State also adopted new regulations based on IDEA '04. The OEC is currently developing policies and procedures to include evaluation, placement, IEP development, LRE considerations, progress monitoring, and early childhood transition.

Training in the use of the AEPS will continue during the spring and summer of 2008, and all districts will collect data using the COSF during the 2007-08 school year. Exit data will be collected three months prior to each child's sixth birthday for all children who are enrolled in a program for children with disabilities for at least six months. The reevaluation team may include this exit assessment in the reevaluation plan, if appropriate. The data for each child will be coordinated using the (COSF) developed by the Early Childhood Outcomes Center (ECO) to assess progress toward outcomes. Data will be reported by each district at the end of each school year using the goal attainment scaling of the COSF.

The Office of Exceptional Children (OEC) will work with other offices within the Department and with IHE to review and revise the existing certification and training requirements for this area. This work group will recommend coursework that would be needed by teachers in the area of preschool children with disabilities.

The OEC will provide guidance and technical assistance in the review and revision of existing regulations regarding eligibility for services. This process will also include the review of assessment techniques used to determine skill levels in cognitive, communication, motor, activities of daily living, or social/emotional development. A technical assistance guide will be developed to assist evaluation and IEP teams in choosing assessment methods that would provide information to be used for the determination of eligibility and need for special education services, for the monitoring of progress in the three domains, and for the development of exit criteria. Professional development in the use of these assessment techniques, as well as the use of data to inform instruction and improve outcomes will also be provided. The Child Outcomes Summary Form developed by the Early Childhood Outcomes Center will be utilized

to assist in monitoring the progress in the three outcome domains. LEAs, SOPs, and HeadStart Programs will incorporate this goal attainment process into their self-assessment process.

The OEC will also continue discussion with its Part C counterparts at BabyNet concerning collaboration in data management and sharing, transition, and professional development. Professional development opportunities will be extended to Part C stakeholders as appropriate.

Additional professional development and technical assistance concerning effective, evidence-based instruction and interventions in the three outcome areas will be provided utilizing OEC staff, SCDE Office of Early Childhood staff, IHE staff, and other appropriate professionals. A partnership grant with staff at the University of South Carolina will provide an avenue to develop a technical assistance guide with coordinated professional development specifically in the area of evidence-based instruction for preschool children with challenging behaviors.

Progress toward outcomes will be reported in the three categories of reaching or maintaining skills at a level comparable to same-aged peers, improving skill levels, and lack of improvement. All three categories will include both a reflection of the individual child's growth as well as a comparison to same-aged peers. Progress will be assessed through the OEC's general supervision process using a self-assessment to be completed at the district level as well as reporting to the OEC through the annual data collection system.

Specific activities and timelines will be developed when data are available to inform decisions concerning the need for more targeted assistance.

Monitoring/Procedural Administration		
Improvement Activities	Timelines	Resources
Revise LRE definitions to parallel those used in the six through twenty-one age group.	Awaiting OSEP	OSEP
Continue to implement self-assessment to collect and LRE data.	Ongoing through 2011	OEC staff LEA, SOP, and HeadStart staff National Center for Special Education Accountability Monitoring (NCSEAM)
Develop a guidance document concerning evaluation, placement, IEP development, LRE considerations, progress monitoring, and early childhood transition.	January 2008 and ongoing through 2011	OEC staff BabyNet staff IHE staff Stakeholders including parents, LEA, SOP, and HeadStart staff Parent advocacy and advisory groups

Improvement Activities/Timelines/Resources:

Program /Professional Development		
Improvement Activities	Timelines	Resources
Provide professional development and training in the use of the AEPS to districts.	Ongoing through 2011	AEPS trainers IHE staff
Provide professional development and training in the use of the COSF.	Ongoing through 2011	EOC staff IHE staff
Provide professional development concerning how IEP teams make decisions concerning LRE.	Ongoing through 2011	OEC staff IHE staff Office of Early Childhood Education staff Exemplar schools
Provide professional development concerning the use of best practices in evidence-based instruction of preschool children with disabilities in settings with typically developing peers and progress monitoring through the annual Research to Practice Institute.	Ongoing through 2011	OEC staff IHE staff Office of Early Childhood Education staff National Early Childhood Technical Assistance Center Center for Evidence-based Practices: Young Children with Challenging Behavior Exemplar schools
Provide professional development to assist LEAs, SOPs, and HeadStart programs in building capacity in the area of prevention and intervention.	Ongoing through 2011	OEC staff Office of Early Childhood Education Office of Curriculum and Instruction Office of School Leadership Office of School Quality IHE staff
Coordinate professional development activities and technical assistance through the Preschool Technical Assistance Grant.	Ongoing through 2011	OEC staff College of Education at the University of South Carolina staff Office of Early Childhood Education staff First Steps staff LEA, SOP, and HeadStart providers
Provide professional develop to assist LEAs, SOPs, and HeadStart staff in using a problem solving approach to identify barriers to serving preschool children with disabilities in settings with typically developing peers and in finding methods to successfully increase opportunities for integrated instruction.	Ongoing through 2011	Preschool Technical Assistance Grant State Improvement Grant South Carolina Speech-Language Hearing Association OEC staff Office of Early Childhood Education staff IHE staff

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	At least 29 percent of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (MET with 30%)

Actual Target Data for 2006:

South Carolina has 85 LEAs. One of the LEAs, Greenville, has an average daily membership of more than 50,000 and must be included in the sampling mix each year (per OSEP guidelines). All other LEAs will each be included once over the six-year data collection period. The specific mix each year will be determined through stratified probability sampling.

We have identified two general classification categories that are particularly relevant to LEA sampling and ensuring sample representativeness from year to year: 1) LEA size, and 2) region of the state.

1) *LEA Size Strata* are based on the total number of IEP students in the LEA. The four levels of size created for the purposes of this sampling plan include:

- Small – 400 IEP students or less
- Medium – 401 to 900 IEP students
- Large – 901 to 2,000 IEP students
- Ex-Large – 2001+ IEP students

Table 1 identifies the distribution and proportional representation of LEAs based on the LEA Size Strata.

Table 1: Distribution of LEAs by Size

LEA Size Strata	Statewide	
	N	%
Small (LEA with ≤ 400 IEP students)	23	27.1%
Medium (401-900)	25	29.4%
Large (901-2,000)	21	24.7%
Ex-Large (2,001+)	16	18.8%
TOTAL	85	100%

2) Regionally, the state is divided into three geographic clusters: Upstate, Midlands, and Coastal.

Table 2 identifies the distribution and proportional representation of LEAs based on these Regional Strata.

Table 2: Distribution of LEAs by Region

Regional Strata	Statewide	
	N	%
Upstate	31	36.5%
Midlands	29	34.1%
Coastal	25	29.4%
TOTAL	85	100%

By combining the two strata groups, we then identify the number of LEAs, by size, in each region of the state. (NOTE: Cell entries are in units/number of LEAs.)

Table 3: Distribution of LEAs by Size by Region

Regional Strata	LEA Size Strata			
	Small	Medium	Large	Ex-Large
Upstate	4	11	12	4
Midlands	8	8	6	7
Coastal	11	6	3	5
TOTAL	23	25	21	16

- **Stratified Probability Sampling.** Stratified probability sampling involves dividing the population into non-overlapping, homogeneous subgroups that are then individually sampled. This ensures that you not only accurately represent the overall population, but also key subgroups of the population (LEA size and region in this application).

The cells in Table 12 represent the 12 subgroups we will use to develop our annual mix of LEAs for the sample – Upstate/Small; Upstate/Medium; Upstate/Large; Upstate/Ex-Large;

Midlands/Small; Midlands/ Medium; Midlands/Large; Midlands/Ex-Large; Coastal/Small; Coastal/ Medium; Coastal/Large; and Coastal/Ex-Large.

- **Randomization of LEAs into Cell Stratification.** As already indicated, the Greenville LEA has an average daily membership of 50,000 or more. Therefore, by OSEP requirement, it will be included in the sample every year. That leaves a balance of 84 LEAs to divide among the six years. This translates into 14 per year.

Each year, the goal of the plan is to represent a different LEA from each of the different cells in Table 12. Some cells, however, don't contain 6 LEAs/cases, while others contain more. Therefore, we have developed a random sampling plan to first determine the relative representation of each cell each year and then to randomly assign the LEAs in each cell to one of the six years.

For example, cell 1 has 4 LEAs. Because this is not enough to randomly distribute the LEAs across the 6 year plan, we first randomly identify which years (4 of the 6) will have an entry from cell 1. After this step is completed, we then randomly distribute the 4 entries in the cell to the specific years that have been determined to receive an entry. This is done by attaching a random number to each case in the cell and then assigning the cases to the selected years accordingly.

In cases where a cell has more than 6 LEAs, the same process is used to randomly identify which years have more than one entry from the given cell. This also allows for the yearly total of 14 LEAs (as opposed to 12 if just 1 entry were taken from each cell).

By following this plan, the annual number of LEAs included in the sample each year by size (in addition to Greenville and to the degree possible through random sampling):

Small = 4 (approximately 27%);

Medium = 4 (approximately 29%);

Large = 3 (approximately 25%); and

Ex-Large = 3 (approximately 19%).

And the annual number of LEAs included in the sample each year by geographic region (to the degree possible):

Upstate = 5 (approximately 37%);

Midlands = 5 (approximately 34%); and

Coastal = 4 (approximately 29%).

This process will ensure the proper representation of LEAs by size and geographic region each year in the sample mix.

- **Implementation/LEA Sampling by Year.** According to these sampling guidelines, a breakout of the LEA sample mix by year follows.

Year 2:**Table 4: Number of LEAs per Cell/Year 2**

(determined through random selection, does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	1	2	2	1	43%
Midlands	2	1	1	1	36%
Coastal	2	1	0	0	21%
	36%	29%	21%	14%	100%

Specific Mix of LEAs/Year 2

Greenwood 51 (Upstate/Small)
 Chester (Upstate/Medium)
 Spartanburg 03 (Upstate/Medium)
 Chesterfield (Upstate/Large)
 Spartanburg 02 (Upstate/Large)
 York 03 (Upstate/Ex-Large)
 Florence 02 (Midlands/Small)
 Barnwell 19 (Midlands/Small)
 Florence 03 (Midlands/Medium)
 Kershaw (Midlands/Large)
 Darlington (Midlands/Ex-Large)
 Clarendon 01 (Coastal/Small)
 Hampton 01 (Coastal/Small)
 Marlboro (Coastal/Medium)
 Greenville

The University of South Carolina's Center of Excellence was requested to assist with data analysis of the Part B family survey and report writing for Indicator 8. The **Parent Survey- Special Education** developed by the *National Center for Special Education Accountability and Monitoring (NCSEAM)* was used to capture information parents within the Local Education Agencies (LEAs) for Indicator 8. The survey captured the following information from the above sample:

- The school's efforts to partner with parents;
- Quality of services;
- Impact of Special Education Services on the family;
- Parent participation.

The survey contained 101 questions, inclusive of six geographic and demographic related questions. For Part B indicator 8, the recommended standard was operationalized as a measure of 600, the calibration chosen by the stakeholder group as the minimum amount of partnership effort that can reasonably be said to have met the terms of SPP/APR indicator 8. Thus, the percent reported to OSEP is the percent of families with measures on the Partnership Efforts scale that are at or above these levels.

Parent Survey- Special Education was sent out via mail with postage paid envelopes for return. Parents identified in SASI, a student information system, as having English as a second language were mailed English and Spanish translated versions of the survey. A total of 13,916 parents with students who have disabilities, in grades K-12 receiving services under IDEA Part B were mailed surveys along with a cover letter explaining the importance of their input. Of the surveys sent out, 1,472 were returned with measurable data on the survey's Partnership Efforts scale, needed for reporting SPP/APR indicator 8. The effective response rate was then about 10.6%. With the overall 1,472 responses, individual survey

items' overall agreement percentages are then associated with about a 2.1% margin of error, at a 95% confidence level (assuming a 75% agree response rate; this is usually exceeded, meaning that this margin of error is conservative). The data meet or exceed the NCSEAM 2005 National Item Validation Study's standards for the internal consistency, completeness, and overall quality expected from this survey.

Below represents South Carolina's Part B percent of parents that are at or above these levels, based on measures of the Partnership Efforts scale.

PART B ALL CASES

Percent at or above indicator 8 standard: 30% (SE of the mean = 1.2%)			
Number of Valid Responses:	1,472	Measurement reliability: .91-.94	
Mean Measure:	544	Measurement SD	154
Actual number of parents who reported schools facilitated parental involvement			442

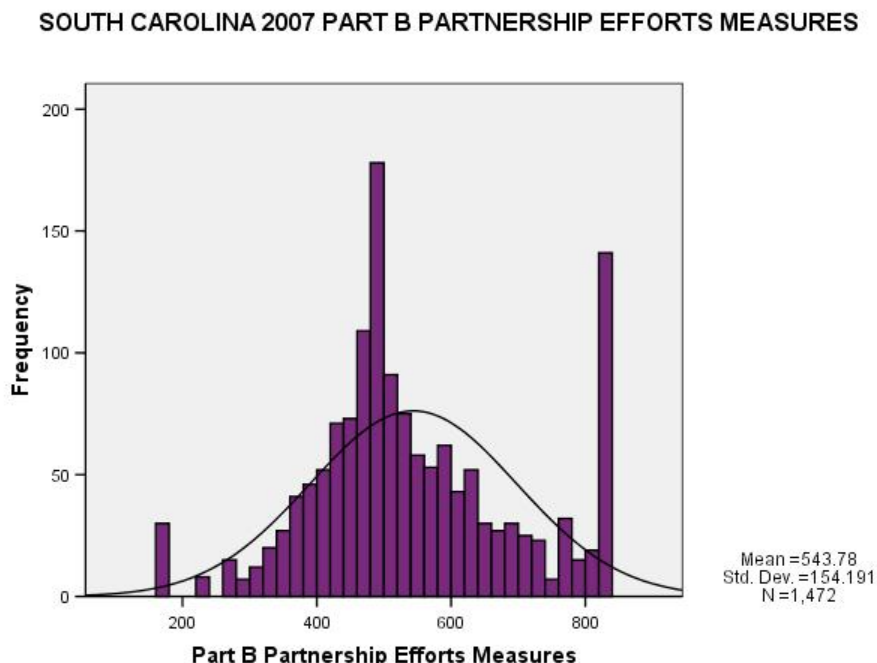
Results Summary

Part B Indicator 8 focuses on the "Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities." The standard, for Indicator 8, reveals that there is a .95 likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the correlated question #25/item 131 (BH5I21) on the NCSEAM survey's Efforts Schools Make to Partner with Parents scale: "The school explains what options parents have if they disagree with a decision of the school." South Carolina used this item from the NCSEAM Parent Survey- Special Education to address Indicator 8 and create baseline data.

The survey results indicate that of the valid response (n=1,472), the mean measure was 544 with a reliability measure range of .91-.94. Results reveal that of the 15 LEAs and 33 schools, 30% of parents with students who have disabilities perceive that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Figure 1 below shows the distribution of measures on the Partnership Efforts of South Carolina parents with students who have a disability whose data were submitted for this analysis. In Figure 1, the vertical line drawn at the average measure of 544 (or 30%) on the x-axis illustrate that the percentages of responding South Carolina Part B parents with measures at or above these levels. The overall average measure of all parents is 600. These percentages are the proportions of parents surveyed who indicate that that schools facilitated parent involvement as a means of improving services and results for children with disabilities meets or exceeds the standards set by a nationally representative group of early intervention stakeholders convened by NCSEAM in New Orleans in June, 2005. These standards were explicitly intended to set high, but achievable, goals. They represent the minimum level of services that parents, advocates, researchers, and administrators agree should be attained in all programs, for all children.

Figure 1:



Figures 2 & 3 below are representative of “child’s grade” data. **Figure 2** reveals responsiveness level of parents by child’s grade to the Parent Survey- Special Education. The survey data reveals parents within the 15 LEAs and 33 schools in South Carolina whose students were in ninth grade (12%), second grade (11%), third grade (11%) and first grade (10%) were most responsive to the survey. The results indicate parents as least responsive when their students are in the twelfth grade (2%). **Figure 3** reveals responsiveness level of parents by child’s grade to the Parent Survey- Special Education. Of this same group of parents, those with students in fourth grade (570), first grade (562) and second grade (557) had the highest measures, indicating that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Special education literature suggests that some students experience latency in identification of some special needs for educational purposes. These students frequently exhibit issues or concerns that arise around the second and third grade, which may result in parents being more involved, and more likely to participate in a survey. The literature also suggests that parents who have been involved in special education from kindergarten through grade 12 may be less responsive to participation in a survey, providing rational for lower percentage of twelfth grade parent survey returns. **Figures 2 & 3** provide an overview of “child grade” data with percentages and measures.

Figure 2:

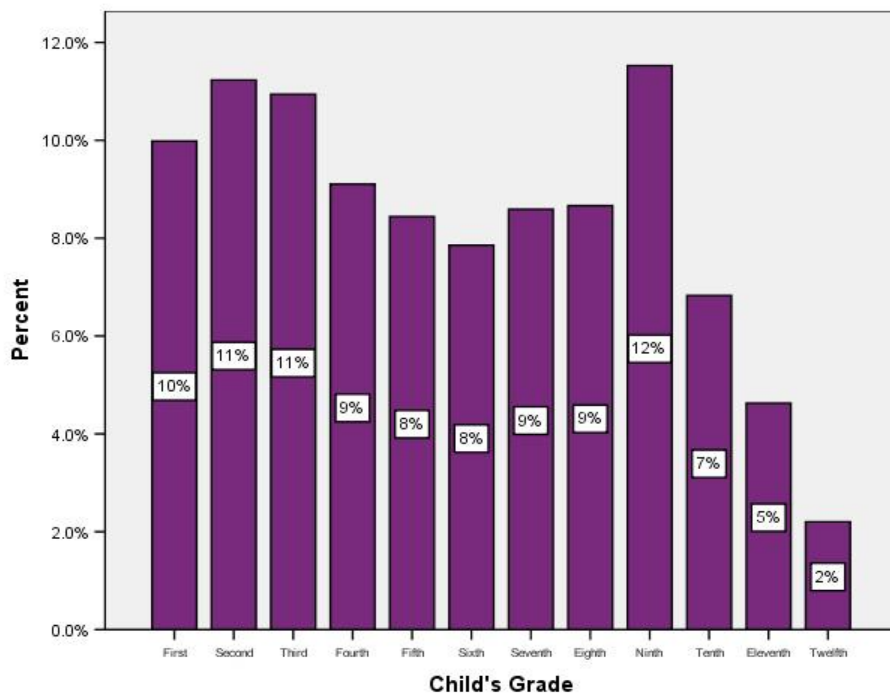


Figure 3:

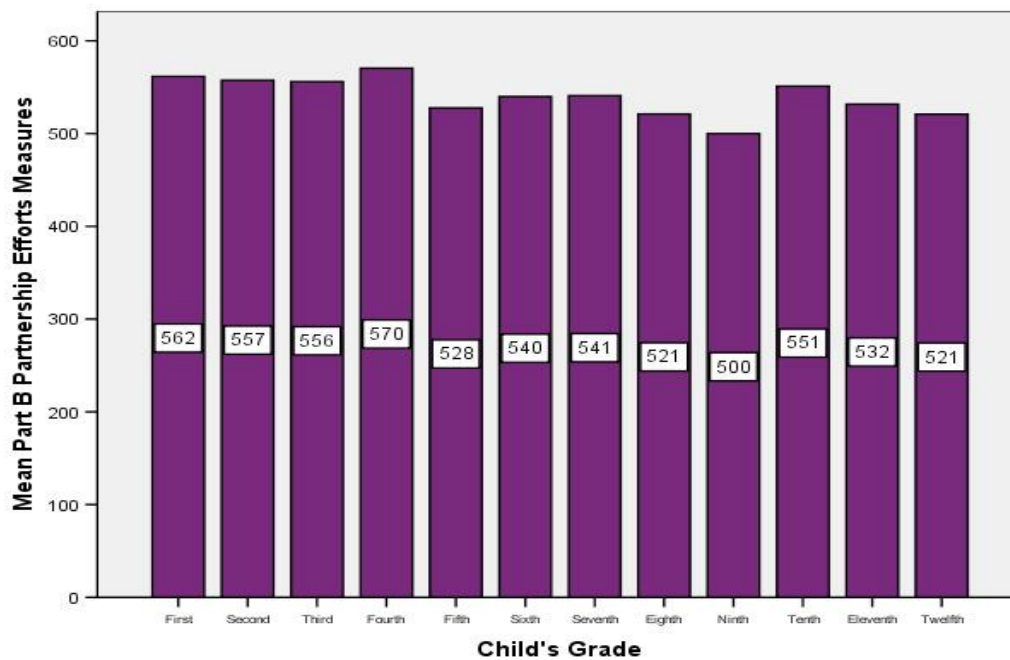
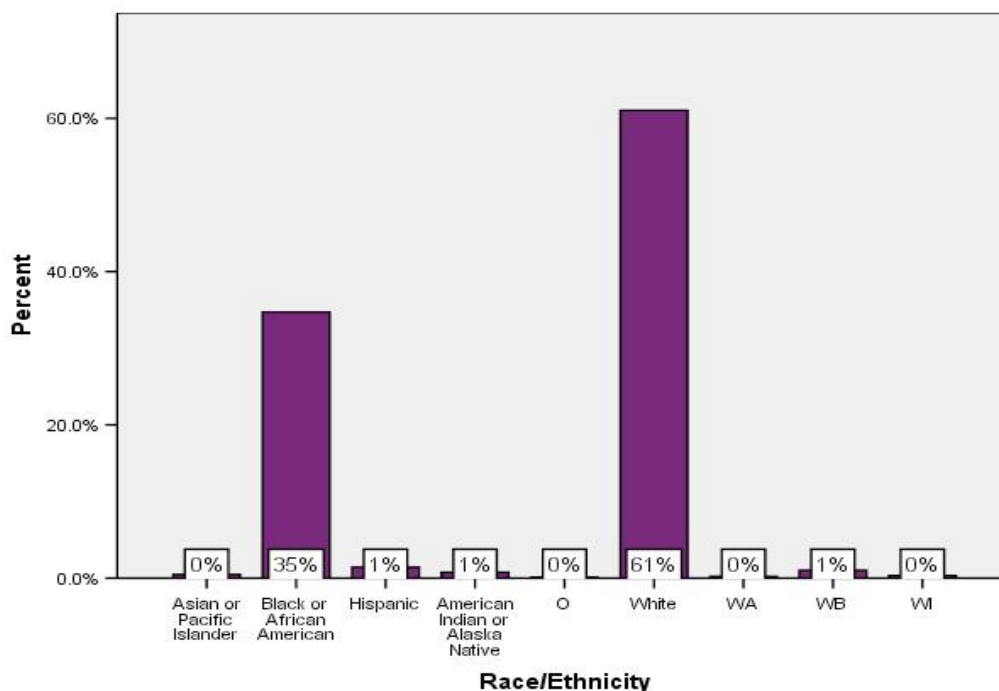


Figure 4 below illustrates **race/ethnicity and demographic data**. The survey data is considered demographically representative of the parents with students who have disabilities receiving IDEA Part B services within schools in South Carolina. The largest race/ethnicity was white (61%), the second largest race/ethnicity was Black or African American (35%) with Hispanic and American Indian or Alaska Native (1%) following in rank. Asian or Pacific Islander was the only race/ethnic group with no respondents (0%).

Figure 4:



Overall, the FFY 2007 parent survey results indicate an improved response rate from FFY 2006. The FFY 2007 grade levels correlate with FFY 2006 grade levels as both indicate ninth and second grades as having high parent responsiveness with twelfth grade having the lowest parent responsiveness for survey participation. Both FFY 2007 and FFY 2006 results also reveal that second and fourth grade parents of students who have disabilities perceive that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The racial/ethnic distributions continue to be representative for both FFY 2006 and 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

The FFY 2006 target was 29% of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The data show that 30% of parents responding report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The OEC has been working to improve communication with districts and families as to the purpose and importance of this survey. The OEC responded to input from districts and parents to make sure that our questions are perceived accurately, and will lead to improved responses. The OEC continues to monitor the perception of the families in completing this survey. The OEC has also continued to work to incorporate dispute resolution data into our system for district self-assessment to further assist districts in enhancing parental involvement. The OEC continues to work with our state PTI, the Family Resource Center, and Family Connections.

Since two years of the survey have been completed, the technical aspects appear to be in place. The OEC is devoting more resources to analyzing the results and providing technical assistance to districts to increase the percent of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. District administrators have been advised of the survey and its contents, and the OEC is devoting a section of the Web site to an explanation of the survey.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: The activity timeline was adjusted to reflect the yearly administration of the survey. A copy of the parent survey is included.

Avatar to administer parent survey.	February 2007 initially; then every fall semester through 2010	<ul style="list-style-type: none">• OEC staff• NCSEAM
-------------------------------------	--	--

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

South Carolina is using a multi-tiered process to determine the presence of disproportionate representation due to inappropriate identification. The first step is calculation of the weighted risk ratio using the data submitted by the LEAs in the OSEP 618 data tables. These data may be found on the OEC website. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios in special education as applied to the five race/ethnic groups. This weighted risk ratio directly compares the relative size of two risks by dividing the risk for a specific racial/ethnic group by the risk for a comparison group. This determines the specific race/ethnic group's risk of being identified as having a disability as compared to the risk for all other students. The weighted risk ratio is considered to be the trigger for initiation of the following process to determine whether the disproportionate representation was due to inappropriate identification. The LEAs determined to be at risk based on the trigger are required to:

- Examine their district policies, procedures, and practices involved in the referral, evaluation, and identification of students with disabilities;
- Complete individual folder reviews for all newly identified students in that race/ethnic group/disability category to examine the practices involved in the evaluation and identification of students with disabilities; and
- Submit a summary of findings and evidence to the OEC for verification.

The LEA carefully reviews all findings and evidence to make its determination of compliance. This review takes place as part of the self-assessment process required for all LEAs. A determination of compliance is made when ninety percent or more of the total records reviewed show evidence that a particular regulatory requirement has been met. If less than ninety percent of records reviewed show evidence that a particular regulatory requirement has been met, this is considered to be evidence of a systemic problem rather than a student-specific problem.

Based upon feedback from a stakeholder group in 2006, South Carolina redefined the trigger so that it would decrease from 3.0 to 2.0 over the course of the SPP. For the FFY 2006 reporting period, South Carolina used a trigger of 2.8 with a focus group size of greater than twenty-five. The schedule of reduction is listed below:

Year	WRR
2005-06	3.0
2006-07	2.8
2007-08	2.8
2008-09	2.5

2009-10	2.3
2010-11	2.0

South Carolina then, defines disproportionate representation as occurring when an LEA has a weighted risk ratio greater than the trigger for the year in which the data are collected for overrepresentation or .25 or under for under representation, a focus group size greater than twenty-five, and compliance with in less than ninety percent of folder reviews.

Monitoring Priority: Disproportionality

Indicator 9 – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2006	No districts (0%) will have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification. (MET with 0%)

Corrected Data for FFY 2005:

Based on the 2006 data reported for the OSEP Child Count for all children with disabilities, no LEAs (0) met the criteria for being at risk for having disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification. South Carolina met the target of having no LEAs with disproportionate representation for overidentification of racial and ethnic groups in special education and related services resulting from inappropriate identification.

Actual Target Data for FFY 2006: Based on the 2006 data reported for the OSEP Child Count for all children with disabilities, no LEAs (0) met the criteria for being at risk for having disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification. South Carolina met the target of having no LEAs with disproportionate

representation for overidentification or underidentification of racial and ethnic groups in special education and related services resulting from inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006: South Carolina notified LEAs in the spring of 2006 as to whether or not the LEAs were at risk for having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Although no LEAs met the “at risk” criteria, LEAs were still required to complete the self-assessment process in order to familiarize staff with the process of linking policies, procedures, and practices to outcomes for students with disabilities. LEAs completed a summary of this self-assessment process. These summaries were reviewed by OEC staff and used to identify needs and necessary resources. For any findings of noncompliance and/or student performance concerns, data verification includes on-site visits or desk audits to review data. Several additional LEAs are selected at random for data verification to ensure accuracy. This verification is conducted by a team that includes monitoring and program staff. Data reviewed include evidence LEAs used in completing the self-assessment process. The OEC utilizes a regional model for the provision of technical assistance in this area as well as for support for LEAs. Targeted technical assistance is provided once needs are identified. The OEC continues to provide technical assistance and professional development opportunities through the annual Research to Practice Institute.

The self-assessment process is being adapted to meet the needs of SOPs and HeadStart Programs in the state. Data collection and verification from these agencies are on-going as is targeted technical assistance.

Following the approval of South Carolina’s special education regulations in August 2007, the OEC has begun providing technical assistance to stakeholders using the IDEA training modules posted on the Building the Legacy website. The training has focused on the changes in the law and regulations; the impact these changes have on policies, procedures, practices, and ultimately on children with disabilities; and effective implementation of the regulations. This training has been provided through instructional television modules that can be recorded and replayed by LEAs, SOPs, and HeadStart program staff as well as through regional meetings and other face-to-face venues.

The reorganization of the SDE provided opportunities for OEC staff to work on cross-divisional teams. One of these teams has focused on the development of a statewide response to intervention/instruction (Rtl) model to be used by LEAs to provide scientifically-based instruction to all students. The OEC provided funding for an Rtl position to be housed in the Office of Instructional Promising Practices in the Division of Standards and Learning. OEC staff have participated in professional development activities focused on team building, on the development of the statewide plan, and on ensuring that all children have access to quality instruction.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006: Based on clarification received from the OSEP in the memo dated April 24, 2007, South Carolina has revised Improvement Activities that directly linked disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification to significant disproportionality. This separation removes the tie to Early Intervening Services (EIS) and the requirements set forth in §300.646. Activities related to EIS were removed. These included the requirement to reserve and utilize the maximum amount of IDEA funds to provide EIS and the review of LRE data for this indicator. These issues are addressed separately from the SPP/APR process.

Focus has remained on the implementation and support of a schoolwide model for service provision. The reorganization of the SDE has provided additional opportunities to work with general educators on the development of a statewide Rtl plan that will impact outcomes for all children. Activities related to this plan were added. As the OEC has become aware of additional resources, these have been added as well.

Part B State Annual Performance Report (APR) for FFY 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

South Carolina is using a multi-tiered process to determine the presence of disproportionate representation due to inappropriate identification. The first step is calculation of the weighted risk ratio using the data submitted by the LEAs in the OSEP 618 data tables. These data may be found on the OEC website. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios in special education as applied to the five race/ethnic groups. This weighted risk ratio directly compares the relative size of two risks by dividing the risk for a specific racial/ethnic group by the risk for a comparison group. This determines the specific race/ethnic group's risk of being identified as having a disability as compared to the risk for all other students. The weighted risk ratio is considered to be the trigger for initiation of the following process to determine whether the disproportionate representation was due to inappropriate identification. The LEAs determined to be at risk based on the trigger are required to:

- Examine their district policies, procedures, and practices involved in the referral, evaluation, and identification of students with disabilities;
- Complete individual folder reviews for all newly identified students in that race/ethnic group/disability category to examine the practices involved in the evaluation and identification of students with disabilities; and
- Submit a summary of findings and evidence to the OEC for verification.

The LEA carefully reviews all findings and evidence to make its determination of compliance. This review takes place as part of the self-assessment process required for all LEAs. A determination of compliance is made when ninety percent or more of the total records reviewed show evidence that a particular regulatory requirement has been met. If less than ninety percent of records reviewed show evidence that a particular regulatory requirement has been met, this is considered to be evidence of a systemic problem rather than a student-specific problem.

Based upon feedback from a stakeholder group in 2006, South Carolina redefined the trigger so that it would decrease from 3.0 to 2.0 over the course of the SPP. For the FFY 2006 reporting period, South Carolina used a trigger of 2.8 with a focus group size of greater than twenty-five. The schedule of reduction is listed below:

Year	WRR
2005-06	3.0
2006-07	2.8
2007-08	2.8

2008-09	2.5
2009-10	2.3
2010-11	2.0

South Carolina then, defines disproportionate representation as occurring when an LEA has a weighted risk ratio greater than the trigger for the year in which the data are collected for overrepresentation or .25 or under for under representation, a focus group size greater than twenty-five, and compliance with in less than ninety percent of folder reviews.

Monitoring Priority: Disproportionality

Indicator 10 – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005	No districts (0%) will have disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification. (Not Met with 7%)
2006	No districts (0%) will have disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification. (Not Met with 5%)

Corrected Data for FFY 2005: Based on corrected data for 2005-06, forty-four LEAs were determined to be at risk of having disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. All forty-four were in the area of Black

Mental Disabilities. No LEAs were at risk for the other race/ethnic or disability categories. The following table reflects the LEAs that had weighted risk ratios at or above 2.8 and so were at risk of having disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification; race/ethnic and disability categories are also listed.

LEAs At Risk 2005-06	At Risk Category
Abbeville	MD/Black
Aiken	MD/Black
Allendale	MD/Black
Anderson 4	MD/Black
Bamberg 1	MD/Black
Bamberg 2	MD/Black
Barnwell 19	MD/Black
Barnwell 45	MD/Black
Beaufort	MD/Black
Calhoun	MD/Black
LEAs At Risk 2005-06	At Risk Category
Charleston	MD/Black
Clarendon 1	MD/Black
Clarendon 3	MD/Black
Dillon 3	MD/Black
Edgefield	MD/Black
Florence 1	MD/Black
Florence 3	MD/Black
Florence 4	MD/Black
Florence 5	MD/Black
Georgetown	MD/Black
Greenville	MD/Black
Greenwood 50	MD/Black
Hampton 2	MD/Black
Horry	MD/Black
Jasper	MD/Black
Kershaw	MD/Black
Lancaster	MD/Black
Laurens 55	MD/Black
Laurens 56	MD/Black
Lee	MD/Black
Lexington 1	MD/Black
Lexington 2	MD/Black
Marion 1	MD/Black
Marion 7	MD/Black
Newberry	MD/Black
Orangeburg 3	MD/Black
Pickens	MD/Black
Richland 1	MD/Black
Saluda	MD/Black
Spartanburg 1	MD/Black
Spartanburg 2	MD/Black
Sumter 2	MD/Black
York 1	MD/Black
York 2	MD/Black

Of these forty-five LEAs, six met the state's definition of disproportionate representation. This determination was based on the process described in the Overview section and included all race and ethnic groups and the six disability categories for all of the LEAs in the state. The following table reflects the LEAs that were determined to have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification for 2005-06. The race/ethnic group and disability category was Black Mental Disabilities.

LEAs with Disproportionate Representation 2005-06	Category
Florence 1	MD/Black
Florence 4	MD/Black
Kershaw	MD/Black
Lancaster	MD/Black
Pickens	MD/Black
York 1	MD/Black

Based on the multi-tiered process of using the OSEP 618 data to calculate weighted risk ratios; identifying LEAs that were at risk; examining policies, procedures, and practices using a self-assessment process; and completing individual folder reviews, the percent of LEAs in South Carolina is 7.1% (six LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the 85 LEAs in the state times 100). In other words, 91% of the LEAs in South Carolina (seventy-nine of the eighty-five) showed no disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

Actual Target Data for FFY 2006: Based on the 2006 data submitted to the OSEP, no LEAs met the criteria for being at risk for having disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification related to underidentification; therefore, no further action was required by the LEAs.

Thirty-five of the state's eighty-five LEAs were determined to be at risk for having disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification. Twenty-nine of the LEAs were at risk for Black Mental Disabilities; two were at risk for Black Emotional Disabilities; two were at risk for White Speech-Language Impairment; and two were at risk for Black Learning Disabilities. The following table reflects this at risk status:

LEAs At Risk 2006-07	At Risk Category
Abbeville	MD/Black
Aiken	MD/Black
Allendale	LD/Black
Bamberg 1	MD/Black
Barnwell 45	MD/Black
Beaufort	MD/Black
Calhoun	LD/Black
Charleston	MD/Black
Clarendon 2	MD/Black
Darlington	MD/Black
Florence 1	MD/Black
Florence 3	MD/Black
Florence 4	MD/Black
Florence 5	MD/Black
Georgetown	MD/Black

Greenville	MD/Black
Horry	MD/Black
LEAs At Risk 2006-07	At Risk Category
Jasper	Speech- Language/White
Kershaw	MD/Black
Lancaster	MD/Black
Laurens 56	MD/Black
Lexington 1	MD/Black
Lexington 2	MD/Black
Marion 1	MD/Black
Marlboro	Speech- Language/White
Newberry	MD/Black
Pickens	MD/Black
Richland 1	MD/Black
Richland 2	MD/Black
Saluda	MD/Black
Spartanburg 5	ED/Black
Spartanburg 6	ED/Black
Sumter 17	MD/Black
Sumter 2	MD/Black
Union	MD/Black
York 1	MD/Black

These thirty-five LEAs that were at risk completed the portion of the Self-Assessment that included review of specific policies, procedures, and practices related to eligibility determination. The LEAs used the probe questions in the Self-Assessment document to examine the process of referral, evaluation, and eligibility determination that took place for all new referrals during the 2005-06 school year. Based on their review of policies, procedures, and practices, the four LEAs listed below determined that their disproportionate representation was due to inappropriate identification. The second column indicates the percent of folders reviewed that met criteria. As stated previously, at least 90% of the folder reviews had to show evidence of conformity with federal and state policies and procedures in order for the LEA to be able to demonstrate compliance.

LEAs with Disproportionate Representation 2006-07	Percent of Folders not Meeting Criteria	Category
Calhoun	75%	LD/Black
Darlington	85%	MD/Black
Florence 1	53%	MD/Black
Jasper	67%	Speech-Language/White

Based on the multi-tiered process of using the OSEP 618 data to calculate weighted risk ratios; identifying LEAs that were at risk; examining policies, procedures, and practices using a self-assessment process; and completing individual folder reviews, the percent of LEAs in South Carolina (four LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the 85 LEAs in the state times 100) is 4.7%. In other words, eighty-one of the eighty-five (95%) LEAs in South Carolina showed no disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

Of the six LEAs identified previously as having disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification in 2005-06, five were able to identify contributing factors through the self-assessment process and correct this issue of noncompliance. One LEA continues to have noncompliance in this area. Focused monitoring in this LEA will include on-site visits; review of data and evidence used in the determination process; review and revision, if necessary, of policies and procedures; and targeted technical assistance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006: South Carolina notified LEAs in the spring of 2006 as to whether or not the LEAs were at risk for having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Although no LEAs met the “at risk” criteria, LEAs were still required to complete the self-assessment process in order to familiarize staff with the process of linking policies, procedures, and practices to outcomes for students with disabilities. LEAs completed a summary of this self-assessment process. These summaries were reviewed by OEC staff and used to identify needs and necessary resources. For any findings of noncompliance and/or student performance concerns, data verification includes on-site visits or desk audits to review data. Several additional LEAs are selected at random for data verification to ensure accuracy. This verification is conducted by a team that includes monitoring and program staff. Data reviewed include evidence LEAs used in completing the self-assessment process. The OEC utilizes a regional model for the provision of technical assistance in this area as well as for support for LEAs. Targeted technical assistance is provided once needs are identified. The OEC continues to provide technical assistance and professional development opportunities through the annual Research to Practice Institute.

Following the approval of South Carolina’s special education regulations in August 2007, the OEC has begun providing technical assistance to stakeholders using the IDEA training modules posted on the Building the Legacy website. The training has focused on the changes in the law and regulations; the impact these changes have on policies, procedures, practices, and ultimately on children with disabilities; and effective implementation of the regulations. This training has been provided through instructional television modules that can be recorded and replayed by LEAs, SOPs, and HeadStart program staff as well as through regional meetings and other face-to-face venues.

The reorganization of the SDE provided opportunities for OEC staff to work on cross-divisional teams. One of these teams has focused on the development of a statewide response to intervention/instruction (Rtl) model to be used by LEAs to provide scientifically-based instruction to all students. The OEC provided funding for an Rtl position to be housed in the Office of Instructional Promising Practices in the Division of Standards and Learning. OEC staff have participated in professional development activities focused on team building, on the development of the statewide plan, and on ensuring that all children have access to quality instruction.

Despite moving from 37% of the LEAs having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification to only 4.7%, one of the four LEAs (Florence 1) has continued to have difficulties. A team of OEC staff including staff from the monitoring, program, and administrative units will continue to provide assistance for evaluation teams utilizing the training modules.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006: Based on clarification received from the OSEP in a memo dated April 24, 2007, South Carolina has revised Improvement Activities that directly linked disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification to significant disproportionality. This separation removes the tie to Early Intervening Services (EIS) and the requirements set forth in §300.646. Activities related to EIS were removed. These included the requirement to reserve and utilize the maximum amount of IDEA funds to provide EIS and the review of LRE data for this indicator. These issues are addressed separately from the SPP/APR process.

Focus has remained on the implementation and support of a schoolwide model for service provision. The reorganization of the SDE has provided additional opportunities to work with general educators on the

development of a statewide RtI plan that will impact outcomes for all children. Activities related to this plan were added. As the OEC has become aware of additional resources, these have been added as well.

The OEC will begin assisting the LEA that has continued to have difficulties with a more comprehensive examination of LEA policies, procedures, and practices, including an in-depth review of referral, evaluation, and eligibility practices. The LEA will be required to use a problem solving approach to identify contributing factors and to develop an action plan for correction. OEC staff will assist in the provision of targeted technical assistance, monitoring of progress, and evaluation of outcomes.

Monitoring/Procedural Administration		
Improvement Activities	Timelines	Resources
Develop an evaluation method to identify systemic issues and single instances of noncompliance in the area of disproportionate representation in the six categories of disability (see Indicator 15 for details concerning the focused monitoring process).	February 2006	<ul style="list-style-type: none"> National Center for Special Education Accountability Monitoring (NCSEAM) OEC Leadership team Stakeholders
Design self-assessment process to assist LEAs, SOPs, and HeadStart programs in analyzing identification and LRE data and planning improvements.	February 2006	<ul style="list-style-type: none"> OEC Leadership team LEAs, SOPs, and HeadStart program stakeholders NCSEAM Mid South Regional Resource Center (MSRRC)
Implement self-assessment instrument for LEAs, SOPs, and HeadStart programs and review annually.	February 2006 and ongoing	<ul style="list-style-type: none"> OEC Leadership team LEAs, SOPs, and HeadStart program leadership teams

Improvement Activities	Timelines	Resources
Develop regulations and policies:		
<ul style="list-style-type: none"> State Board of Education (SBE) regulations based on IDEA '04. 	June 2007	<ul style="list-style-type: none"> Federal Regulations National Association of State Directors of Special Education (NASDSE) OEC Leadership team Stakeholders
<ul style="list-style-type: none"> Review and revise existing eligibility criteria to ensure that students are being identified appropriately as having a disability and as needing special education. 	June 2007	<ul style="list-style-type: none"> Federal Regulations National Association of State Directors of Special Education (NASDSE) OEC Leadership team

		<ul style="list-style-type: none"> Stakeholders
Require LEAs, SOPs, and HeadStart programs that are determined to have disproportionate representation due to inappropriate identification to reserve and utilize the maximum amount of funds to provide comprehensive, coordinated early intervening services.	December 2006 and ongoing	<ul style="list-style-type: none"> OEC staff Office of School Quality Office of School Leadership Office of Curriculum and Instruction District strategic planning teams
Identify LEAs where differentiated instruction is effective.	January 2007 and ongoing	<ul style="list-style-type: none"> OEC staff LEA staff

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

<p>Measurement:</p>

- | |
|--|
| <ul style="list-style-type: none"> a. # of children for whom parental consent to evaluate was received. b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline). c. # determined eligible whose evaluations were completed within 60 days (or State established timeline). |
|--|

<p>Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.</p>
--

<p>Percent = [(b + c) divided by (a)] times 100.</p>
--

FFY	Measurable and Rigorous Target
2006	<p>100% of children with parental consent to evaluate are evaluated within the State's established timeline.</p> <p>(Not Met with 89%)</p>

Actual Target Data for 2006:

(a) Number of Children for whom parental consent to evaluate was received	(b) Number determined not eligible	(c) Number determined eligible	Percent of Children who were evaluated within the timeline
14,918	2,685	10,640	89.32 %

Number not accounted for in (b) or (c)	Range of days beyond timeline
1,593	1 - 326

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

Data for FFY 2006 shows that there were 14,918 children for whom parental consent to evaluate was received. Of this number, 10,640 were determined eligible for special education services and 2,685 were determined not eligible. In addition, there were 1,593 children whose eligibility was not determined within the timeline. The percentage of children who were evaluated within the timeline is 89.32%. Seven LEAs met the target in the 2005–06 and 2006–07 school years. In 2006, an additional fifteen LEAs improved by meeting the target, for a total of twenty-two LEAs meeting this target. Sixty LEAs fell below the measurable and rigorous target of 100% in the 2005–06 and 2006–07 school years. Three LEAs slipped in 2006 by falling below the target. South Carolina did not meet its target for this indicator; however, the state progressed from 83% to 89.32%, which is a 6.32% increase.

Reasons given for failing to meet the sixty day timeline for evaluation ranged from parent delays to district delays. The following reasons were submitted by LEAs.

- Parent/Student reasons
 - Parent – difficulty contacting, rescheduling requests
 - Student – absences, transfers, adoption, incarceration
- District reasons
 - Schedule – holidays, summer months, weather
 - Staff – shortage of school psychologist, speech-language pathologist, interpreter; absence of staff
 - Procedural violations – “backlog” of testing, notifications not sent, screenings not completed, incomplete paperwork

In the fall of 2007, LEAs were required to complete the self-assessment process specific to data on Indicator 11. LEA staff were required to review policies, procedures, and practices related to this indicator. LEAs completed a summary of this self-assessment process. These summaries were reviewed by OEC staff and used to identify needs and necessary resources. For any findings of noncompliance and/or student performance concerns, data verification includes on-site visits or desk audits to review data. A total of sixty-three LEAs did not meet this 100% compliance for this indicator in 2006. Several additional LEAs were selected at random for data verification to ensure accuracy. This verification is conducted by a team that includes monitoring and program staff. Data reviewed include evidence LEAs used in completing the self-assessment process. Due to the challenges faced by districts and the OEC in collecting and verifying these data, program-specific follow-up activities related to this indicator centered around technical assistance in how to report valid and reliable data. Follow-up activities more specifically related to the correction of noncompliance are described below.

In August 2007, South Carolina Board of Education Regulation 43–243, Special Education, Education of Children with Disabilities, was approved. The OEC continues to provide professional development activities relative to the implementation of this regulation, which will assist LEAs in making decisions related to this indicator.

The OEC has collaborated with Global Technologies to develop a field in the Excent® online software to enable LEAs to track and report data on this indicator. LEAs will have this capability for data reporting for FFY 2007.

The OEC utilizes a regional model for the provision of technical assistance in this area to LEAs. This targeted technical assistance is provided once needs are identified by the OEC.

The OEC continues to provide technical assistance and professional development opportunities through the annual Research to Practice Institute, as well as through ITV modules, teleconferences, and webinars.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: No targets, improvement activities, timelines, or resources have been revised from the previous SPP submission.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
 # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
 # of those found eligible who have an IEP developed and implemented by their third birthdays.
 # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
 Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.
 Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2006	One hundred percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (Not Met with 87%)

Actual Target Data for 2006-07:

	Children Referred from BabyNet (a)	Children Determined Not Eligible (b)	Children Determined Eligible (c)	Children for Whom Parental Refusal Caused Delays (d)	c/a-b-d

Number	1,489	272	803	293	—
Percentage	--	18 %	54 %	20 %	87 %

The data for FFY 2006 indicate that 87% of children referred from BabyNet had eligibility determined and IEPs in place (when eligible) prior to their third birthdays. The data indicate that 1,489 children were referred from Part C to Part B (a). Of those referred, 272 children were evaluated and determined to be not eligible for services (b). There were 803 children for whom eligibility was determined and an IEP was in place prior to their third birthdays (c). For 293 students, parental refusal caused delays (d). There were 121 children who were not accounted for in (b), (c), or (d).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

South Carolina did not achieve the target of having one hundred percent of children referred by Part C prior to age 3 who are found eligible for Part B having an IEP developed and implemented by their third birthdays. Analysis of data indicated that reasons for delays were broken into three major categories – parent/child reasons, district reasons, and BabyNet reasons. The categories are described below:

Parent/Child – illness/hospitalization; custody issues; parent request; missed appointments
 District – backlog of testing; holidays; incomplete information delaying scheduling
 BabyNet – referrals/transition meetings not made in a timely fashion

The first and last categories are categories over which the LEAs have very little influence. When those numbers are factored into the measurement equation, South Carolina did improve its percentage of children being determined eligible for special education services and having an IEP in place on or before their third birthdays by nine percent. The percentage for 2006 is 87% compared to the percentage for 2005 of 78%. The number of days beyond the third birthday ranged from 1 to 270.

The OEC has worked diligently with its Part C partner, the Department of Health and Environmental Control's BabyNet, in attempting to fulfill the target of ensuring that all children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays. Due to the challenges faced by districts and the OEC in collecting and verifying these data, program-specific follow-up activities related to this indicator centered around technical assistance in how to report valid and reliable data. Follow-up activities more specifically related to the correction of noncompliance are described below

The OEC has attempted to collaborate with BabyNet on the design, implementation, and evaluation of a data system (BabyTrac) to facilitate the exchange of information concerning referrals between agencies. Data in this system is entered at the local level by individual BabyNet service coordinators. Data to be logged includes date of referral for the transition planning meeting, the child's birthday, and the exit description. A monthly exiting report is to be sent by Part C personnel to the OEC. This report is to include information about all children exiting the BabyNet system. Problems have occurred because of inaccurate or incomplete reporting of data by and between the districts and agencies, as well as differences in reporting requirements. The OEC has requested and received assistance from the Mid South Regional Resource Center in resolving issues with the BabyNet system regarding data collection. These efforts are on-going.

Additional professional development has been provided to both Part B and Part C providers concerning requirements/needs for accurate reporting; however, due to continued difficulties, the OEC has decided to collect the required data through other means. The OEC has determined that Part B will need to design its own tracking system in order to obtain data concerning referrals to Part B and eligibility determinations prior to third birthdays. This data system will account for children whose eligibility is not determined by their third birthdays, the range of days beyond the third birthday, and reasons for the delays.

For purposes of data collection for FY2006, each LEA reported the number of children of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays (b); the number of those found eligible who have an IEP developed and implemented by their third birthdays (c); and the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services (d). LEAs accounted for any children not included in (b), (c), or (d); reasons for delays; and range of days beyond third birthdays. The OEC is still in the process of obtaining from the BabyNet system the data regarding BabyNet referrals to LEAs during the 2006–2007 school year. When that data is received it will be compared against the data reported by the LEAs. If there are inconsistencies, the OEC will investigate through its general supervision process those inconsistencies and will resolve those inconsistencies by requesting that LEAs review and revise the data reported. The OEC is in the process of developing fields in the Excent® software to pull this data for FY 2007-08.

In the fall of 2007, LEAs were required to complete the self-assessment process specific to data on Indicator12. LEA staff were required to review policies, procedures, and practices related to this indicator. LEAs completed a summary of this self-assessment process. These summaries were reviewed by OEC staff and used to identify needs and necessary resources. For any findings of noncompliance and/or student performance concerns, data verification includes on-site visits or desk audits to review data. Several additional LEAs are selected at random for data verification to ensure accuracy. This verification is conducted by a team that includes monitoring and program staff. Data reviewed include evidence LEAs used in completing the self-assessment process. The OEC utilizes a regional model for the provision of technical assistance in this area as well as for support for LEAs. Targeted technical assistance is provided once needs are identified.

In addition, the OEC participates with other agencies and service providers to collaborate with Part C counterparts in facilitating transition between service agencies. An interagency agreement has been developed between Part B and Part C to ensure coordination on transition matters. The local Interagency Transition Agreement is a written understanding among agencies that participate in transitioning infants, young children and their families. BabyNet Interagency Coordination Teams serve as the forum for the development, implementation, and monitoring of this agreement. The agreement is reviewed, evaluated, and updated at least annually to ensure effectiveness and continuous improvement.

In August 2007, South Carolina Board of Education Regulation 43–243, Special Education, Education of Children with Disabilities, was approved. The OEC continues to provide professional development activities relative to the implementation of this regulation, which will assist LEAs in making decisions to this indicator.

Professional development activities continue to be provided through the OEC's annual Research to Practice Institute, through use of the Instructional Television system of Educational Television (ITV), and through collaboration with local interagency coordinating councils.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: No targets, improvement activities, timelines, or resources have been revised from the previous SPP submission.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a),(3)(B))

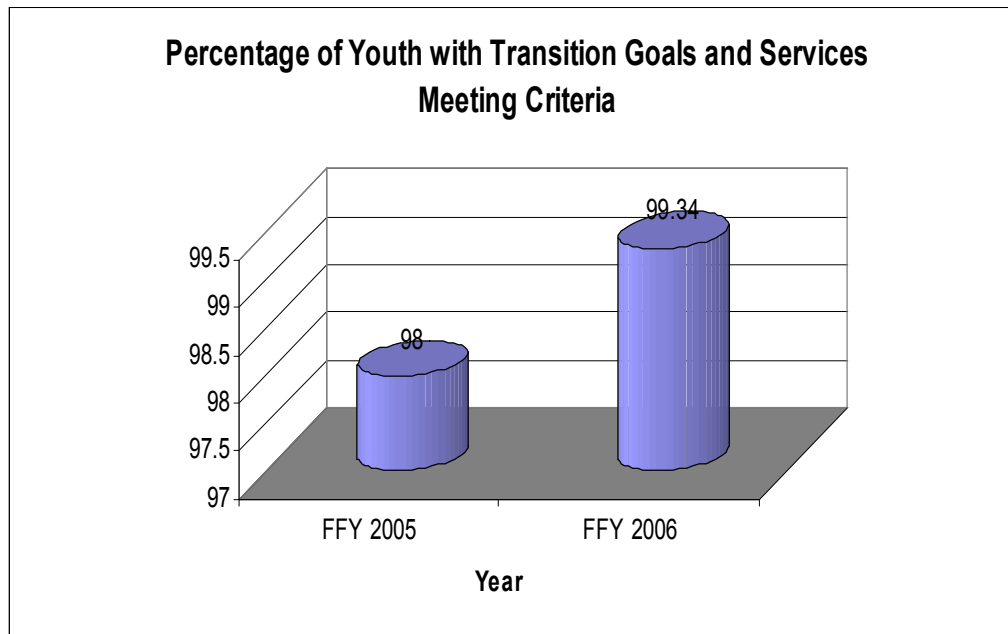
Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of all youth aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (Not Met with 99%)

Actual Target Data for 2006:

Percent of youth aged 16 and above that have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

	FFY 2005	FFY 2006
Total Number of youth with disabilities aged 16 and above	19,208	19,287
Total number of number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	18,742	19,159
Percentage total	98%	99.34%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

The State did not meet the target of 100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. The State did, however, make progress in reaching the target of 100%, increasing by 1.34%. Data was collected through an examination by districts of the IEPs for students with disabilities aged 16 and above. IEPs meeting the criteria as given in the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist Form A were marked as meeting the measurement in the SPP. Districts reported their individual results through a Web-based survey tool.

South Carolina has implemented new State Board Regulations based on IDEA '04. In our regulations the State requires that transition planning begins at age thirteen. South Carolina has added legislation entitled the Education and Economic Development Act (EEDA), which requires Individual Graduation Plans for all students beginning in grade eight. As stated in the SPP, the OEC has worked with EEDA staff to ensure that students with disabilities are included. Students with disabilities will have an IGP that works in conjunction with the students' transition plans. The OEC is continuing professional development and technical assistance around the new regulations.

The OEC has also collected the first year self-assessment data from LEAs. This data in addition with the district responses for Indicator 13 and 14 have assisted in targeting technical assistance in the area of transition. The data have pinpointed one district as needing individual assistance with this Indicator, as it is the only district not to make progress from last year to this year. Program-specific activities included the OEC's Transition Coordinator on-site visits to provide technical assistance. The districts were required to use the transition goal checklist developed by the National Secondary Transition Technical Assistance Center.

Transition issues are the focus of the Transition Summit this April. The Summit will include the assistance of the National Secondary Transition Technical Assistance Center, the National Dropout Prevention Center-Students with Disabilities, and the National Post School Outcome Center. (See Indicators 1, 2, and 14.)

The OEC has also begun a pilot program of transition curriculum in seven districts. The districts are to implement the curriculum in selected middle and high schools. The program coordinators will keep data on the implementation of the curriculum, and will prepare an analysis of the success of the program using the measures associated with Indicators 2, 13, and 14. At the end of a three year period, the successful pilot schools will become model sites for the implementation of the curriculum.

One upcoming priority is to work more closely with state colleges and universities with teacher preparation programs to provide more appropriate preservice training in the area of transition. One of the OEC's state level transition coordinators also works for a state university and is leading this initiative. The OEC has also provided the NSTTAC Indicator 13 Checklist to all LEAs for use in monitoring transition IEPs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: The OEC will implement a pilot program in seven districts using transition curriculum available from Education Associates. Implementation will result in several model school sites for successful transition practices. This pilot will begin in January 2008 and continue through the life of the SPP. Resources to be used will include OEC staff, LEA staff, and Education Associates. The SPP target has been changed to 100%.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:****Monitoring Priority: Effective General Supervision Part B / Effective Transition**

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

For this report, our baseline year, South Carolina used the Freshman Report documentation collected by the SCDE to track where exiters are one year out of high school. The districts are responsible for collecting this information for students not attending colleges or universities. Institutions of higher education are required to send in grade reports for their freshmen students, and the districts track these students through those reports. The OEC felt that this report was not sufficient to provide the data to fully meet the intent of this indicator.

To remedy this, South Carolina is contracting with Lifetrack Services, Inc. to conduct a census of school exiters each year to follow-up on post-secondary experiences. Exiters include students who have aged-out, graduated with a regular high school diploma, are non-returners who received a state certificate, and are dropouts (see definition of dropouts in Indicator 2.) Lifetrack conducts preliminary surveys during May of the last year of school attendance for all students with disabilities, and will then follow up the next year with a survey on post secondary experiences. The service sends letters to the indicated population and contacts non-responders by telephone. They then compile the data and send the state a compilation report for analysis. Districts identify school exiters and dropouts through their data collection system. The OEC will query the system for the addresses of these students.

Attached are the preliminary survey and the results for school exiters from the 2006–2007 school year. This will assist in making an analysis of our data next year.

Competitively employed is defined as work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Rehabilitation Act; 29 U.S.C. 705(11) and 709(c)).

Postsecondary schooling includes universities, colleges, technical institutes, training institutes, and vocational institutes. Enrollment is full- or part-time. Full time enrollment constitutes twelve credit hours of study or its equivalent.

Data will be used for SPP/APR reporting, monitoring LEAs, targeting schools for technical assistance, program planning, and improving programs.

Baseline Data for FFY 2006 (2006-2007):

Number of Students reported in the SCDE Freshman Report

	(A)SWD attending 2 and 4 year colleges/universities	(B)SWD attending technical colleges	(C) SWD gainfully employed	(D)SWD in military service	Other (such as incarceration, unemployed, etc.)	Total number of SWD exiting
Number	449	632	1023	96	59	6164
Percentage	7%	10%	17%	16%	1%	

SWD = Students with Disabilities

Percentage:

SWD A+B+C+D divided by Total number of SWD exiting = Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. Baseline this year is 36%

Discussion of Baseline Data:

The OEC felt that the Freshman Report collection was not sufficient to meet our needs for future collections. Therefore, we look forward to more accurate results with the assistance of Lifetrack, Inc. With input from stakeholders, our targets were set in alignment with our graduation rate targets. Both are increasing by 2%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	(Baseline) 36 percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2007 (2007-2008)	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 38%.
2008 (2008-2009)	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 40%.
2009 (2009-2010)	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 42%.
2010 (2010-2011)	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school will increase to 44%.

Improvement Activities/Timelines/Resources:

Monitoring/Procedural Administration		
Improvement Activities	Timelines	Resources
Contract with Lifetrack Services, Inc. to conduct survey of school exiters for post-secondary outcomes.	March 2007 (Complete)	<ul style="list-style-type: none"> • OEC
Build baseline of exit and post-school outcome data annually.	Fall 2007 - Fall through 2011	<ul style="list-style-type: none"> • State Transition specialist • Office of Research • OEC Leadership team
Set six year and annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due February 2008).	Before February 1, 2008	<ul style="list-style-type: none"> • State Transition specialist • Office of Research • OEC Leadership team • MSRRC
Adjust data collection protocol as needed to improve response rate.	Annually in the winter- spring 2007- 2011	<ul style="list-style-type: none"> • State Transition Specialist • OEC • South Carolina Partners in Transition Council • National Post-School Outcomes Center • Lifetrack Services
Review and adjust the rigorous and measurable targets annually.	Annually by February 2008-2011	<ul style="list-style-type: none"> • State Transition Specialist • OEC Leadership team • Partners in Transition
Program/Professional Development		
Improvement Activities	Timelines	Resources
Provide technical assistance to districts in analyzing and using the data to develop district improvement strategies.	Annually in the winter- spring 2008-2011	<ul style="list-style-type: none"> • State Transition Specialist • OEC • Partners in Transition
Provide technical assistance informed by data gathered through self-assessments of LEAs and SOPs, focused monitoring, and review of complaints/due process hearing requests related to transition.	June 2008 and ongoing	<ul style="list-style-type: none"> • OEC staff • IHEs • Professional organizations • Parent advocacy groups • Stakeholders

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

South Carolina's system of general supervision is currently undergoing significant changes based upon feedback from the OSEP, technical assistance provided by national TA Centers such as NCSEAM, the reorganization of OEC staff, stakeholder input, and the increased emphasis on data collection and analysis. The previous definition of general supervision which was "monitoring" as being on-site folder reviews, has been replaced by a broader and more inclusive definition that includes a greater variety of activities. General supervision activities now include a self-assessment process; local action plans; annual LEA performance reports; desk audits; data reviews; complaints, due process hearings, mediations, and ombudsman's data reviews; and on-site visits as well as the traditional policy and procedure and folder reviews. These crucial changes account for the significant difference in data reported for the FFY 2006 APR from the previous FFY 2005 APR. As per OSEP's instructions, the OEC is resubmitting the FFY 2005 Indicator 15 data with the corrected documentation and required measurements.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement: Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005	100% of findings of noncompliance will be resolved as soon as possible but in no case later than one year from identification. (Not Met 71%)

Corrected Baseline Data for FFY 2004:

FFY 04 Indicators	General Supervision System Components	(a) # of Findings of noncompliance identified in FFY 2004 (7/1/04 – 6/30/05)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1, 2, 13, and 14	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	2	2
3 and 7	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0
4A	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	13	13
5 and 6	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	31	31
8	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	8	8
11	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	3	3
12	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	*1	*0
Totals		58	57

FFY 04 Indicators	General Supervision System Components	(a) # of Findings of noncompliance identified in FFY 2004 (7/1/04 – 6/30/05)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
Other: continuing corrective action for two outstanding findings of noncompliance from 2003-04	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	2 findings originally identified in 2003-04	0

Corrected data for FFY 2004 were reviewed. These data included general supervision information obtained from on-site focused monitoring visits and baseline data review for Indicator 12. The data also included the results of continued corrective action by two LEAs that had outstanding findings from FFY 2003.

Data from FFY 2004 indicated that eighty-five LEAs were monitored on various issues related to the SPP indicators. Fifty-seven LEA-specific findings were identified through general supervision activities. All findings were corrected within one year. The finding listed for Indicator 12 was a statewide rather than an LEA-level finding. The OEC did not aggregate data for this indicator by district during the baseline collection. As reported in the SPP, these data were not valid or reliable. Due to these issues, the OEC can only report that the percent of findings identified during 2004-05 for which correction was verified no later than one year from identification was less than 100%.

The two LEAs that were continuing to address unresolved findings of noncompliance initially identified during FFY 2003 had financial sanctions levied. Because of the severity of the findings of noncompliance, one of the LEAs hired a consultant funded by the OEC to provide guidance addressing the specific issues in the district. Both districts experienced high staff turnover within the Office of Special Education during 2005 and 2006. During FFY 2005, OEC hired two new general supervision education associates. The new education associates assisted with the implementation of the corrective actions of the LEAs. The new special education directors in both LEAs attended multiple trainings and were assisted by OEC staff through on-site visits, telephone conferences, and e-mail correspondence. By the end of FFY 2005 both LEAs had drastically reduced their number of findings of noncompliance, but had not been cleared. The OEC continues to work with these districts to clear their findings of noncompliance and improve student outcomes and is confident that these issues will be resolved during 2007-08.

Actual Target Data for FFY 2005:

FFY 05 Indicators	General Supervision System Components	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
1, 2, 13, and 14	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	18	10

FFY 05 Indicators	General Supervision System Components	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
	Dispute Resolution	3	3
	Other: Specify		
3 and 7	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0
	Dispute Resolution	3	3
	Other: Specify		
4A	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	5	5
	Dispute Resolution	15	14
	Other: Specify		
5 and 6	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	28	28
	Dispute Resolution	65	65
	Other: Specify		
8	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	14	14
	Dispute Resolution	24	24
	Other: Specify		
9 and 10	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	6	5
	Dispute Resolution	0	0

FFY 05 Indicators	General Supervision System Components	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 – 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
	Other: Specify		
11	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	75	15
	Dispute Resolution	5	5
	Other: Specify		
12	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	31	16
	Dispute Resolution	1	1
	Other: Specify		
Totals		293	208

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006: During FFY 2005, the OEC conducted some type of general supervision activity in all eighty-five LEAs, all SOPs, and all HeadStart programs. In FFY 2005, the OEC slipped to a 71% rate of correction for findings of noncompliance. During FFY 2005, the OEC included additional components in the measurement criteria for Indicator 15. These components included compliance indicators 11 and 13 as well as a valid baseline measurement for Indicator 12. The addition of these indicators increased the number of variables in the equations and the potential for slippage. The OEC also included complaints and due process hearings for the first time. During FFY 2005, the OEC was short a staff position in the area of dispute resolution. The OEC had 293 findings of noncompliance identified in FFY 2005. Of these 293 findings, 208 were corrected and verified within one year of identification. This yielded the 71% rate of correction.

There was a significant increase in the number of findings reported from FFY 2004 to FFY 2005 due to the addition of monitoring of the compliance indicators to the general supervision system. There was a decrease in the percentage of findings of noncompliance resolved within one year due to the issues addressed by these indicators. These issues include obtaining timely information from Part C which falls under another state agency, the extreme shortage of Speech Language Pathologists and School Psychologists in South Carolina, and district capacity of implementing the regulations and continued challenges with data collection and reporting. Individually the data for indicators 11-13 did show an increase in the number of districts reporting 100% from FFY 2005 to FFY 2006.

Due to the increase in the number of activities included in general supervision, the OEC has identified problems with the database. For 2006 the OEC had to report a duplicated count for findings since student level data were not always available. This meant that the same child might have been counted under the monitoring and dispute resolution categories more than once.

The OEC will continue to enhance the Excent® software to provide more accurate data collection specifically for Indicator 12. The next scheduled updates for the software will include all data elements necessary for data collection.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: The OEC has developed a data collection database to assist in the triangulation of data from all general supervision activities including on-site monitoring visits, complaints, due process hearings, and calls to the Ombudsman. This system will be refined so as to ensure that children are not counted in multiple categories such as district data profiles, folder reviews, complaints, and due process hearings.

Program-specific follow-up activities may be found in the narratives for each indicator.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2006	100% of complaint investigations completed in a timely manner. (Not Met with 87.18%)

Actual Target Data for FFY 2006:

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	119
(1.1) Complaints with reports issued	39
(a) Reports with findings	33
(b) Reports within timeline	29
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	80
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

The percent of the complaint investigations that were completed in a timely manner was 87.18.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006: South Carolina is committed to implementation of its general supervision responsibilities and protection of the procedural safeguards afforded to parents and students with disabilities. The SCDE continuously reviews and monitors due dates throughout the complaint investigation process, however, the SCDE's complaint investigator position was vacant for a considerable part of the 2006–07 school year. While the position was vacant, from the latter part of October 2006 through mid-April 2007, the SCDE's Office of General Counsel utilized a number of strategies and activities to maintain compliance in the resolution of disputes between parents of students with disabilities and LEAs. During the 2006–07 school year, the SCDE experienced an increase in complaint filings from 80 during the 2005–06 school year to 119, which was an increase of 32.77%. The responsibility for the investigation and timely resolution of these complaints was handled by one person in the Office of General Counsel. In October 2007, the SCDE filled the complaint investigator position. All written, signed complaints received by the SCDE since filling the complaint investigator position in October 2007 were resolved in a timely manner. South Carolina will continue its commitment to properly staffing personnel to investigate complaints.

In an effort to meet its responsibility to protect the rights of parents of students with disabilities, the SCDE also focuses on employing strategies to resolve conflicts in a more expeditious, amicable manner by proactively identifying and addressing potential problems to prevent disputes. The SCDE supports and encourages alternate dispute mechanisms at the school district/agency level, employs a full-time ombudsperson in the Office of Exceptional Children to address questions from parents of children with disabilities, and engages in a variety of problem-solving methods to facilitate the resolution of disputed issues between the parties while the complaint is pending. As a result of these alternate methods of resolving disputes, 62 or 52.10% of the 119 written, signed complaints received by the SCDE were resolved in a manner that was satisfactory to the party filing the complaint and the filing party withdrew the written complaint prior to the expiration of the 60-day complaint investigation timeline. With the increase in the number of complaint filings, the SCDE did not meet its 100% target for FFY 2006.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /

Resources for 2006: The OEC will implement a toll-free telephone line for questions to the Ombudsman. This line can be used by parents and others who are seeking information concerning services for children with disabilities in South Carolina. The OEC will work with South Carolina Pro Parents, the parent training information center, to implement a facilitated IEP process in seven pilot LEAs for the upcoming year.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(3.2(a) + 3.2(b)) \text{ divided by } 3.2] \text{ times } 100$. $3+1/4 \times 100 = 100\%$

FFY	Measurable and Rigorous Target
2006	100% of due process hearing and state-level reviews will be completed in a timely manner. (Met with 100%)

Actual Target Data for FFY 2006:

SECTION C: Hearing requests	
(3) Hearing requests total	14
(3.1) Resolution sessions	9
(a) Settlement agreements	4
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline	3
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	10
	100%

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:

All (100%) of the local due process hearings and all (100%) of the state-level reviews for the 2006–07 school year were completed in a timely manner. Data indicated that 83.3% of the local due process hearings and 100% of the state-level reviews for the 2005–06 school year were completed in a timely manner. Therefore, the SCDE met its target for the 2006–07 school year.

There were fourteen local due process hearing requests filed during the 2006–07 school year. Four fully adjudicated hearings occurred and all were resolved within the 45 day timeline or within an extended timeline granted by the hearing officer. The ten additional requests were either withdrawn by the party filing, dismissed by the hearing officer or resulted in formal written agreements. Each of the four fully adjudicated hearing decisions were appealed to the state level, and all were concluded in a timely manner.

Two expedited due process hearing requests were filed during the 2006–07 school year. Both resolution sessions related to the expedited due process hearing requests were waived. In each case the parties reached an agreement prior to the expedited due process hearing and the requests were withdrawn.

In collaboration with Global Technologies, the online due process system has been developed and will be piloted in three districts. The OEC is in the process of going “live.” Training and technical assistance, as well as all other activities are ongoing and continuous resulting in the State meeting the 100% requirement for this Indicator. The Office of General Counsel continues to monitor and track the individual due process hearing and state-level review officers for compliance with timelines and maintain regular contact with due process hearing officers, state-level review officers, appropriate LEA personnel, and school district attorneys throughout the hearing process to monitor compliance during the forty-five day timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006: No targets, improvement activities, timelines, or resources have been revised from the previous SPP submission.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $\left[\frac{3.1(a)}{3.1} \right] \text{ times } 100$. $4/9=44.4\%$

FFY	Measurable and Rigorous Target
2006 (2006–2007)	65.0% of resolution sessions will result in resolution agreements. (Not Met with 44%)

Actual Target Data for FFY 2006:

SECTION C: Hearing requests	
(3) Hearing requests total	14
(3.1) Resolution sessions	9
(a) Settlement agreements	4

Forty-four percent of the resolution sessions conducted during the 2006–07 school year that were related to requests for local due process hearings resulted in resolution session agreements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005:

The FFY 2005 was the baseline data year for this indicator. During the 2005–06 school year there were 27 requests for local due process hearings. Of the 27 local due process hearing requests, 21 resolution sessions were convened with 13 resulting in formal written resolution agreements. The 6 due process hearing requests where a resolution session did not occur were withdrawn by the filing party or dismissed by the local due process hearing officer for a lack of sufficiency or dismissed at the request of the filing party prior to the date of the scheduled resolution session. 61.90% of the resolution sessions conducted during the 2005–06 school year resulted in agreements.

During the 2006–07 school year there were almost 50% less requests for local due process hearings than during the 2005–06 school year. Therefore, fewer opportunities for resolution sessions occurred. Of the 9 resolution sessions convened during the 2006–07 school year, 44.4% resulted in agreements. Although the state did not meet its target for the 2006–07 school year, in three cases where the parties did not reach agreements during the resolution period, they successfully resolved their disagreements prior to date of the local due process hearings and the filing parties withdrew their hearing requests. In two instances, the parties reached agreements on the date of the hearings and the filing parties moved to have the matters dismissed.

The parties waived the resolution session process in three instances; however, the parties used mediation and informal dispute resolution activities to resolve their disagreements. While resolution sessions conducted during the 2006–07 school year resulted in fewer agreements, the parties continued to seek resolution of disagreements through both formal and informal alternate dispute resolution mechanisms.

To generate greater awareness of and participation in resolution sessions and increase the number of agreements that result from the use of resolution sessions, the SCDE provided professional development and guidance to parents, advocacy organizations, and LEAs throughout the 2006–07 school year. Additionally, to improve the state's ability to monitor compliance with timelines associated with due process hearing requests, the SCDE replaced the previous web-based tracking system with Excent® Online. The SCDE is working with Global Technologies, the company that developed the state's current IEP program, to include a module to track local due process hearing requests and appeals and monitor all applicable timelines. The previous web-based tracking system was abandoned due to its ineffectiveness.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /

Resources for FFY 2006: No targets, improvement activities, timelines, or resources have been revised from the previous SPP submission.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $[(2.1(a)(i) + 2.1(b)(i)) \text{ divided by } (2.1)] \text{ times } 100$.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	If more than ten mediation requests are filed, at least 75% of the requests will result in a mediation agreement.

Actual Target Data for FFY 2006:

There were less than ten mediation requests between July 1, 2006, and June 30, 2007. Because there were less than ten mediation requests filed during this period of time, the state was not required to report on the target of having at least 75% of the requests result in a mediation agreement.

Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development: The Annual Performance Report was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. This process involved stakeholders from the various groups involved with service provision for children with disabilities.

Progress and slippage during this process are reported to the public via postings on the Office of Exceptional Children's website (<http://www.ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children>) that include district data profiles, the State Performance Plan, and the Annual Performance Reports.

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- | |
|---|
| <ul style="list-style-type: none"> a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met). |
|---|

FFY	Measurable and Rigorous Target
2006	<p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p> <p>(Not Met with 93%)</p>

APR Template – Part B (4)

South Carolina

Actual Target Data for 2006: As seen in the table below, South Carolina reported 93% of the required data for FFY 2006 by designated timelines and with accuracy. The breakdown of the data into SPP/APR data and 618 data shows that problems were in the collection and reporting of 618 data rather than SPP/APR data.

SPP/APR Data FFY 2006				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	0	1	1	3
7	0	0	0	0
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	54
APR Score Calculation			Timely Submission Points	5
			Grand Total	59

618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1	1	1	0	1	3
Table 2	1	1	1	1	4
Table 3	1	1	0	0	2
Table 4	1	1	1	1	4
Table 5	1	1	1	1	4
Table 6	1	1	1	0	3
Table 7	1	1	1	1	4
				Subtotal	24
618 Score Calculation				Grand Total (Subtotal x 2)	48
Indicator Calculation					
A. APR Grand Total			59		
B. 618 Grand Total			48		
C. APR Grand Total + 618 Grand Total			107		
Total N/As in APR			0		
Total N/As in 618			0		
Base			119		
D. Subtotal (C divided by Base)			0.899		
E. Indicator Score			89.9		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:

Data Collection: South Carolina has a data collection plan that includes policies and procedures for collecting and reporting accurate SPP/APR and 618 data. The use of the Excent® software has enabled the state to collect data that are valid and reliable and that accurately reflect practice. Guidance, training, and on-going technical assistance are provided to all personnel involved in data collection, reporting, and analysis. These personnel include, but are not limited to, data entry personnel at the school level, LEA directors and others at the district level, and OEC staff. A technical assistance section for data providers was posted on the OEC website so that technical assistance materials may be accessed by all.

All APR data were reported from the correct time period, were consistent with the measurements, and were consistent with previous data unless otherwise explained. The correct calculations were used and instructions were followed for the submission of all APR data. Problems occurred with the timely and accurate submission of the 618 data. The OEC was without a data manager for much of the year. This accounted for difficulties in the collection and verification of data in a timely manner.

Data Editing and Validation: South Carolina has procedures in place for editing and validating data submitted by data providers. The process of putting these procedures in place has been very labor-intensive and time consuming due to LEAs' limited capacity for technology, their lack of understanding of data verification procedures, and the lack of a data manager at the state level. Data providers were not accustomed to having to account for and reconcile inconsistencies in data. This lengthy verification process delayed the submission of Tables 4 and 5 this year. These verification problems also delayed the reporting to the public of the data for 2005.

The use of the Excent® software by LEAs, SOPs, and HeadStart programs has assisted with the collection, validation, and reporting of data across the state. The ability to collect student-level data has provided more accurate data and enabled the OEC staff to assist in the verification of data. The OEC expects to resolve all issues related to the timely and accurate submission of data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006: No targets, improvement activities, timelines, or resources have been revised from the previous SPP submission.